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ABSTRACT

This manual is designed to aid school administrators and other staff members in interpreting and understanding the Educational Quality Assessment Inventory for Pennsylvania elementary and secondary schools. This volume is keyed to elementary schools, with a sample status profile for the fifth grade. The statistical data in these profiles are compiled from the Pennsylvania Student Questionnaires, which measure (by aggregate student scores) a school's status in relation to ten goals of quality education. These comprehensive goals, intended to fill the Pennsylvania legislature's mandate to annually assess educational quality, include measures for both cognitive and attitudinal development. Scores for individual schools are compared with scores from "normative" schools. Data on teacher and student attitudes, as well as on school characteristics, are included. This manual describes the nature of the questionnaires, procedures for their administration, the process for determining a school's percentile rank in the state, and other methods for scoring and interpreting survey results. (Author/DS)

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Educational Quality Assessment

Manual for Interpreting ELEMENTARY School Reports

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PREFACE

This manual is designed to accompany school reports for a district. There is an interpretation manual for each of the three levels of schools assessed: elementary, intermediate and secondary. The manuals are not intended to stand alone; they are aids to school administrators and other staff members for understanding the reports of their respective schools.

Two other EQA publications complement the information contained in this manual:

1. *Educational Quality Assessment: A Profile of Pennsylvania's Program* gives a more general background of assessment in Pennsylvania-what it is and is not and additional information on EQA's evolution.
2. *Getting Inside the EQA Inventory* delves more deeply into the rationale, development and characteristics (reliability, validity, factor analyses) of the instruments (tests and questionnaires) used to measure the Ten Goals of Quality Education.

With these three publications and a school report in hand, the reader should have all the necessary tools to understand and interpret a school report. (A sample, but real, school report with marginal notations is replicated on the color pages of this manual.) Together, they enable one to become thoroughly acquainted with the 10 goals, how they are measured and reported for each school, what the condition variables are, and what scores on these variables mean.

Once the interpreter becomes familiar with these documents and has the task of explaining an EQA school report to another audience, an additional document–*EQA: Publicity Suggestions*–may prove useful.

BACKGROUND

Educational Quality Assessment operates under a 1963 legislative mandate (Act 299) that required the State Board of Education to:

> ...develop or cause to be developed an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth.... The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program....

EQA was operational in 300 of the Commonwealth's 505 school districts from 1970 to 1973 on a voluntary basis. In November 1973, the State Board of Education established a timetable to enforce the mandate statewide. Its unanimously adopted regulation stated:

> During the school years 1973-74, 1974-75 and 1975-76, the Department of Education will use the Educational Quality Assessment procedure to evaluate the effectiveness of the educational programs for all Commonwealth school districts based upon the Ten Goals of Quality Education adopted by the State Board of Education. Public schools housing approximately one-third of the students enrolled in each of the three grades 5, 8 and 11 will be included in the assessment each year.

With the completion of this mandated cycle, EQA was offered on a voluntary basis in 1976-77 to those districts that were assessed in 1973-74. This enables these districts to make longitudinal comparisons utilizing the same group of students, i.e. the grade 5 students will be in grade 8 and the grade 8 students will be in grade 11.

NORMATIVE SCHOOLS

Of the 168 school districts which were involved in the 1973-74 school year assessment, 110 districts volunteered for participation in the 1976-77 assessment. Although these 110 districts were not selected to fulfill a representative sample of the state's school districts, a group of schools from 105 districts (five districts which volunteered were not able to participate) and from one-third of Pittsburgh City (which participated to meet the mandate of the 1975-76 cycle which was previously unmet) were used as a normative group for the school report. Analysis of this group in accordance with the criteria of representativeness of the state – i.e. proportional in number to the number of districts in the state by size and by wealth (as determined by aid ratio) – shows that each type of district is represented by at least 15 per cent of the districts in the state. However, the small, less wealthy districts - which tend to be rural in nature – are over-represented (29 per cent). The number of schools in the 1977 group is:

1977	No. Schools	No. Students	No. Teachers
Grade 5	403	22,300	6,492
Grade 8	152	26,500	5,100
Grade 11	119	22,700	5,383

The emphasis here is on *schools*, since they are the unit of analysis. A report is compiled for a *school* – not a student, not a classroom, not a district.

A second comparison is made in the school report supplement using the group that was the normative group on which the 1974 school reports were based. This sample meets the criteria for proportional representativeness of the state; however, it does not take into account overall statewide changes which may have occurred since 1974. Therefore, showing 1977 school scores against this normative sample also has its limitations. The 1974 normative group consisted of:

1974	No. Schools	No. Students	No. Teachers
Grade 5	354	25,209	5,489
Grade 8	236	51,685	8,553
Grade 11	189	47,043	9,273

A third sample of schools was developed by combining schools from 1973-74, 1974-75 and 1975-76. This, of course, is the largest sample of schools and represents one-half of the schools in the state for 5th grade and almost all the schools in the state for grades 8 and 11; therefore, it is the most reliable sample of the state. This group is used as a third norm sample in the school report supplement. This 1974-76 group includes:

1974-76	No. Schools	No. Students	No. Teachers
Grade 5	1,099	71,901	17,350
Grade 8	737	158,663	28,070
Grade 11	572	141,215	29,441

ADMINISTRATION PROCEDURES

The superintendent of each participating district, when returning the initial application, appointed three representatives to coordinate EQA activities at the three grade levels. These representatives were scheduled to attend a regional workshop, where their duties and responsibilities were explained. At these February meetings the *School Representative's Handbook and Monitor's Handbook*, designed to standardize administration procedures, were discussed. In addition, the representatives were briefed on the background of EQA and, by viewing a sample school report, learned what they could expect in return for their efforts.

The parents of the students to be tested were informed of the questionnaire administration and the purposes of the assessment program. Parents who did not wish to have their children participate could have them excluded by notifying the school principal in writing. Questionnaires were available at the school for review by interested parties.

The administration of the questionnaires took about four hours of student time. In most cases this was spread over four days, sometimes only two days. Except for the two basic skills tests, the sections of the questionnaire have no time limits for completion. The *Monitor's Handbook* lists time ranges that might be expected for each section but with the direction: *Students should be given ample time to finish each section.*

The students did not place their names on the machine-scorable answer sheets to assure confidentiality and anonymity of responses. They were informed that they could skip any item which they felt was too personal.

The district representatives also administer and collect teacher questionnaires (see Appendix A) to gain additional information about the school from the teachers' perspective, as well as information about the teachers. Teachers respond anonymously, placing only the district name and school name on the questionnaire. *All* classroom teachers are asked to fill out questionnaires; no sampling procedures are used.

The envelopes containing the completed teacher questionnaires and the completed student answer sheets were mailed for scanning, scoring, compilation and analysis.

NATURE OF THE QUESTIONNAIRES

The Pennsylvania Student Questionnaires measure, by aggregating student scores, a school's status on the Ten Goals of Quality Education.

PENNSYLVANIA'S TEN GOALS OF QUALITY EDUCATION

Quality education should:

I	**Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.**
II	**Help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.**
III	**Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.**
IV	**Help every child acquire a positive attitude toward the learning process.**
V	**Help every child acquire the habits and attitudes associated with responsible citizenship.**
VI	**Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well-being.**
VII	**Give every child opportunity and encouragement to be creative in one or more fields of endeavor.**
VIII	**Help every child understand the opportunities open to him or her to prepare for a productive life and help each child to take full advantage of these opportunities.**
IX	**Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.**
X	**Help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.**

These comprehensive goals, adopted in 1965, were reaffirmed by the State Board of Education in January 1974.

Table 1 contains a summary of the instruments with names for the areas covered for each goal, a description of the subscales, the number of items and a sample item for each subscale.

For the cognitive measures, the theoretical maximum score for a student is equal to the number of items for that goal and the theoretical minimum is zero. Therefore, for the basic skills measures, both cognitive, the theoretical score range is 0-30.

For attitudinal measures, responses are not considered right or wrong but are viewed as falling along a continuum with a *preferred* direction given. For Goal I, responding *very true of me* is considered the most preferred response to a positive item and is given a weighted score of 3. Weights of 2, 1 and 0 are assigned to the other three responses. If a student gave the most preferred response to all 40 items, his or her score would be 120 (40 x weight of 3 for most preferred response to each item). In general the theoretical minimum for a student is zero and the theoretical maximum is N x (K-1). N is the number of items and K is the number of response choices.

The interdependence among the goal areas is illustrated by the correlation matrix in Table 2. For example, the correlation of 0.52 between Goal I and Goal III-M indicates that in schools where the self-esteem scores are higher, the math scores likewise tend to be high. This is not to say that a higher self-esteem will cause a student to do better in math, or vice-versa. Cause-effect conclusions from correlation information are untenable. Also apparent are the high correlations among the cognitive measures--Goals III-V, III-M, VI and VIII-K.

A more detailed discussion of the development and the rationale for each measuring instrument can be found in *Getting Inside the EQA Inventory*. This publication includes reliability and validity information and shows the relationships among the subscales of a goal to all other subscales in the questionnaires.

Although the State Board of Education has undertaken a process of goal revisions, the goals will remain constant for the 1977-78 assessment. Some of the instruments are being refined to better reflect what educators in the Commonwealth feel would be helpful in improving their school programs.

TABLE 1

SUMMARY OF INSTRUMENTS

GOAL NUMBER AND NAME / Subscale Name		SUBSCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEM	RESPONSE CHOICES
I	SELF-ESTEEM		40		
	Self-Confidence	Feelings of success, self-determination, attractiveness and self-worth	10	I'm pretty sure of myself.	
	Feeling of Control over Environment	Belief that success in school and work depend on effort, not luck	10	I can't seem to do anything right by myself.	(A) Very true of me (B) Mostly true of me
	Relationships with Others	Perceived ease in making and keeping friends and feelings of acceptance by others	10	I feel that kids my own age like me.	(C) Mostly untrue of me
	Self-Image in School	Feeling of success in schoolwork, class recitation and teacher relationships	10	I like to be called on in class.	(D) Very untrue of me
II	UNDERSTANDING OTHERS		40		
	Race	Comfort when interacting with others of another race	8	Someone whose skin color is different from yours wants to be your friend.	
	Religion	Comfort when interacting with others of different religious beliefs	8	A friend of yours believes different things about God than you do.	(A) I would like it a lot
	Socioeconomic Status	Comfort with others who are richer or poorer than self	8	Some kids from a neighborhood that is much poorer than yours have been put in your class.	(B) I would like it (C) I would not like it (D) I would hate it
	Intelligence	Comfort with others of higher or lower ability levels	8	Some kids who are not as smart as you want to do their homework with you.	
	Handicap	Comfort when interacting with others who are physically handicapped	8	Your teacher asks you to help a classmate who cannot talk right make a picture.	
III-V	BASIC SKILLS: VERBAL	A 15-minute timed test of verbal analogies	30	FINGER: HAND:	(A) ear: eye (B) toe: foot (C) arm: leg (D) elbow: wrist

III-M	BASIC SKILLS: MATH	A 15-minute timed test of mathematical concepts including arithmetic skills, number concepts, measurement, geometry, algebraic notions	30	Column A: 300 + 70 + 5 Column B: 5 + 70 + 300	(A) The part in Column A is greater. (B) The part in Column B is greater. (C) The two parts are equal.
IV	INTEREST IN SCHOOL AND LEARNING		28		
	Attitude toward Learning	Feelings about learning in structured school settings (coursework) and learning in general	18	How do you feel when you learn arithmetic in school?	(A) Very happy (B) A little happy (C) A little unhappy (D) Very unhappy
	School Climate	Feelings about the school's environment, teachers and the principal	10	How do you feel when you think about how fairly the children are treated in your school?	
V	SOCIETAL RESPONSIBILITY		30		
	Welfare and Dignity of Others	Concern for feelings of others, willingness to accept new people into the group and go to the aid of others in distress	10	If someone in my class would wear odd clothes, I would tease him about it.	(A) Yes (B) Maybe (C) No
	Respect for Law and Authority	Willingness to report law-breaking, to refrain from destructive actions and to obey authorities during emergencies	10	If I thought I would not get caught, I would take something from a store without paying for it.	
	Responsibility and Integrity	Willingness to report own mistakes and honor self-made commitments to groups and individuals	10	If I were fooling around with the school's record player and broke it, I would tell the teacher.	
VI	HEALTH KNOWLEDGE	A knowledge test covering three health areas:	32		
	Sociological Health	Problems and effects of smoking, alcohol consumption and drugs	8	People who take sleeping pills or alcohol for a long period of time will:	(A) Find they need them more and more (B) Find it easier to go to sleep (C) Have no problem in quitting (D) Live longer than other people

	Safety	Proper practices relating to fire, electricity, bicycle riding, swimming, traffic, first aid and other situational contexts	12	Which of the following is a safety rule to follow when riding a bicycle?	(A) Ride with the traffic (B) Ride two on a bike (C) Ride at night without lights (D) Ride beside your friend
	Personal Health	Dental care, nutrition, disease control, exercise, digestion and general care of the body	12	Which of the following foods help to clean your teeth?	(A) Celery and apples (B) Bread and cake (C) Soft drinks and cookies (D) Hard rolls and butter
VII	CREATIVE ACTIVITIES/ RECOGNITION		36		
	Visual Arts	Willingness to use own ideas and design in painting, crafts, photography and sculpture	9	Without being told by the teacher, have you ever done painting (other than finger paints)?	
	Performing Arts	Willingness to perform in music, acting, sport or modeling	9	Using your own special style and in front of a group other than your class, have you ever done a magic or animal act?	(A) Yes, and many people have told me I did a very good job. (B) Yes, but I did a poor job at it. (C) No, but I have really wanted to do it. (D) No, and I have not wanted to do it.
	Science	Willingness to do experiments in social and physical sciences and to design or work with mechanical or electronic gadgetry	9	Using your own ideas, have you ever done a science experiment using living things?	
	Writing	Willingness to produce original written products such as poems, jokes, skits, essays and music	9	Without being told by the teacher, have you ever written words for a song?	
VIII	CAREER AWARENESS	Knowledge of the duties, training, salary and educational requirements of various occupations	30	Which of these jobs requires a period of apprenticeship?	(A) Electrician (B) Stockbroker (C) Porter (D) Truck driver

IX	APPRECIATING HUMAN ACCOMPLISHMENTS		38		
	Valuing	Attaching importance to achievements in the arts and sciences and valuing role played by people in these areas	19	Story writers give a great deal to our world.	(A) Agree (B) Uncertain (C) Disagree
	Receiving	Willingness to learn more about achievements in the arts and sciences and to seek out experiences which provide first-hand information on what people in these areas are doing	19	I would enjoy watching a TV program about science.	
X	COPING WITH CHANGE		40		
	Using Effective Solutions	Tendency to try solutions reflecting positive adjustment to change	15	If my friend's family decided to move, I'd plan a going away party for my friend.	
	Refraining from Ineffective Solutions	Tendency to avoid use of aggressive or withdrawing reactions in face of change	17	If my brother broke his leg, I'd help out until he was better.	I would spend: (A) A lot of time (B) Some time (C) Very little time (D) No time
	Emotional Adjustment	Perception of length of time needed to emotionally adjust to change	8	If this happened to you, how much time would you spend being upset?	

TABLE 2

CORRELATION COEFFICIENTS AMONG SCHOOL GOAL SCORES - GRADE 5, N=2257
1974-76

		I	II	III-V	III-M	IV	V	VI	VII	VIII-K	IX
I	Self Esteem										
II	Understanding Others	.34									
III-V	Basic Skills:Verbal	.56	.25								
III-M	Basic Skills:Math	.52	.27	.86							
IV	Interest in School and Learning	.27	.49	-.09	-.04						
V	Societal Responsibility	.31	.48	.26	.32	.54					
VI	Health Knowledge	.53	.28	.84	.81	-.04	.37				
VII	Creative Activities/ Recognition	.37	.25	.25	.21	.21	.17	24			
VIII-K	Career Awareness	.56	.25	.84	.79	-.05	.25	.83	.27		
IX	Appreciating Human Accomplishments	.53	.48	.55	.58	.35	.56	.65	.35	.58	
X	Coping with Change	.52	.46	.50	.51	.40	.70	.54	.24	.48	.56

NOTE: All correlation coefficients have been rounded to two decimal places.

$|r| \geq 0.06$ is significant at the .05 level.

$|r| \geq 0.08$ is significant at the .01 level.

PERCENTILE RANK BY GOAL

Of the four kinds of information in a school report, perhaps the most attention is given to the school's percentile rank in the state.

The rank on each goal is determined by comparing the school score to the scores of a group of *normative* schools.

Tables 3 (A, B and C) graphically represent the normative method of scoring by showing – at five-percentile intervals – how the raw score averages for a school translate to percentiles. For example, Upper Penn Elementary School's score of 79.64 on Goal I for 1977 data (Table 3-C) places the school at the 70th percentile, which means that 70 per cent of the schools in the 1977 sample had lower scores on this goal.

The reader may note the small score difference between a 60th percentile score and 65th percentile score. This occurs because of the limited range of school means. In a given school student scores on, say, Goal III-M may range from 2 to 28, whereas the school mean, or average, score might be 15.31. This is true in each school, as illustrated by the frequency distribution below.

SAMPLE

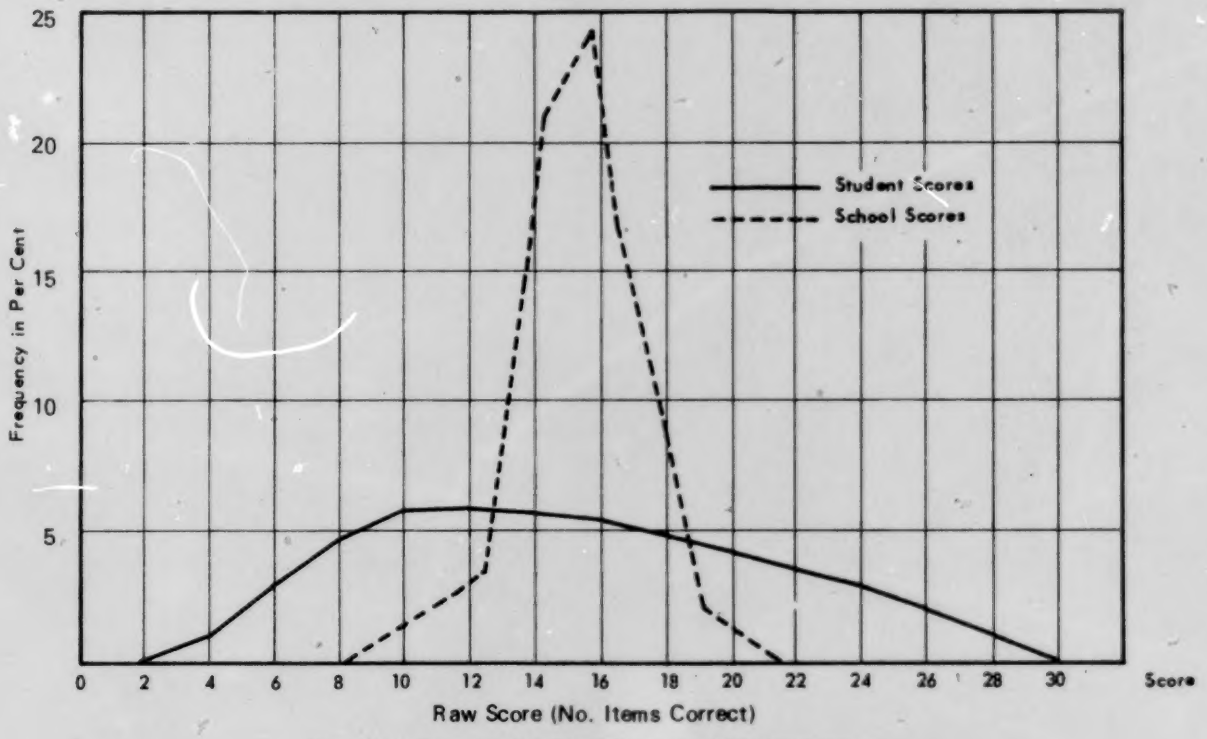


Figure 1: Comparative Distributions of Student Scores and School Scores on Goal III-M

The range of *student* scores in the state is from 2 to 30, but *school* scores (means of student scores in each school) are concentrated between 12 and 18. Therefore, raising a school score from 15 to 16 means bypassing possibly 30 per cent of the schools in the state.

TABLE 3-A

1974-1976 PENNSYLVANIA SCHOOL NORMS - GRADE 5 SCHOOLS 1974-1976

		I	II	III-V	III-M	IV	V	VI	VII	VIII-X	IX	X	
PERCENTILE DISTRIBUTION	PERCENTILE RANK	SELF-ESTEEM	UNDERSTANDING OTHERS	BASIC SKILLS VERBAL	BASIC SKILLS MATH	INTEREST IN SCHOOL AND LEARNING	SOCIETAL RESPONSIBILITY	HEALTH KNOWLEDGE	CREATIVE ACTIVITIES/ RECOGNITION	CAREER AWARENESS	APPRECIATING HUMAN ACCOMPLISHMENTS	COPING WITH CHANGE	PERCENTILE RANK
	95	82.97	83.83	21.32	21.50	59.00	52.15	22.33	64.73	16.63	58.70	82.67	95
	90	81.46	81.92	20.41	20.83	57.49	51.25	21.88	63.31	15.97	57.45	81.50	90
	85	80.69	80.47	20.02	20.47	56.46	50.70	21.60	62.26	15.54	56.85	80.55	85
	80	79.83	79.40	19.64	20.13	55.70	50.16	21.38	61.43	15.25	56.39	79.80	80
	75	79.05	78.74	19.33	19.93	55.07	49.62	21.12	60.72	15.02	56.00	79.16	75
	70	78.49	78.15	19.04	19.73	54.34	49.26	20.86	60.15	14.73	55.64	78.60	70
	65	77.85	77.46	18.73	19.50	53.85	48.85	20.64	59.71	14.47	55.26	78.17	65
	60	77.24	76.81	18.43	19.28	53.38	48.50	20.44	59.10	14.31	54.87	77.76	60
	55	76.65	76.27	18.22	19.04	52.81	48.15	20.27	58.64	14.17	54.59	77.18	55
	50	76.18	75.69	18.00	18.81	52.24	47.76	20.07	58.14	13.96	54.22	76.52	50
	45	75.69	75.09	17.79	18.62	51.76	47.29	19.87	57.72	13.78	53.88	76.10	45
	40	75.10	74.61	17.48	18.40	51.17	46.91	19.67	57.21	13.60	53.52	75.57	40
	35	74.39	73.93	17.20	18.22	50.72	46.34	19.46	56.82	13.46	53.18	75.07	35
	30	73.83	73.31	16.94	17.97	50.18	45.87	19.17	56.19	13.23	52.75	74.35	30
	25	73.25	72.62	16.62	17.67	49.64	45.26	18.82	55.64	13.01	52.33	73.64	25
	20	72.30	71.88	16.27	17.30	48.82	44.70	18.41	55.10	12.75	51.75	72.93	20
	15	71.13	71.01	15.86	16.99	47.94	43.93	18.00	54.45	12.33	51.08	71.80	15
	10	70.08	69.70	15.00	16.23	46.92	43.06	17.26	53.39	11.78	50.30	70.56	10
	5	68.42	67.64	13.63	15.24	45.40	41.12	15.44	51.70	10.72	48.78	68.35	5
STATE MEAN		76.03	75.75	17.84	18.68	52.24	47.35	19.73	58.23	13.91	54.02	76.29	
STANDARD DEVIATION		4.50	4.94	2.22	1.88	4.28	3.35	2.09	3.95	1.73	3.10	4.47	

TABLE 3-B

1974 PENNSYLVANIA SCHOOL NORMS - GRADE 5 SCHOOLS 1974

		I	II	III-V	III-M	IV	V	VI	VII	VIII-K	IX	X	
PERCENTILE DISTRIBUTION	PERCENTILE RANK	SELF-ESTEEM	UNDERSTANDING OTHERS	BASIC SKILLS: VERBAL	BASIC SKILLS: MATH	INTEREST IN SCHOOL AND LEARNING	SOCIETAL RESPONSIBILITY	HEALTH KNOWLEDGE	CREATIVE ACTIVITIES/ RECOGNITION	CAREER AWARENESS	APPRECIATING HUMAN ACCOMPLISHMENTS	COPING WITH CHANGE	PERCENTILE RANK
	95	83.96	84.60	21.33	21.65	60.33	53.50	22.52	64.38	16.81	58.69	83.41	95
	90	82.44	82.98	20.57	21.09	58.91	51.98	22.06	62.77	16.00	57.88	82.40	90
	85	81.26	81.76	19.96	20.67	57.86	51.09	21.65	61.61	15.49	57.16	81.42	85
	80	80.61	80.92	19.63	20.44	57.03	50.59	21.42	60.95	15.25	56.73	80.66	80
	75	79.95	80.07	19.30	20.21	56.23	50.17	21.19	60.30	15.00	56.30	79.97	75
	70	79.29	79.47	18.97	19.98	55.50	49.75	20.95	59.64	14.76	55.86	79.28	70
	65	78.71	79.03	18.73	19.77	54.98	49.36	20.72	59.10	14.56	55.52	78.70	65
	60	78.16	78.59	18.49	19.57	54.45	49.03	20.51	58.55	14.37	55.18	78.18	60
	55	77.62	78.16	18.26	19.38	53.93	48.70	20.29	58.01	14.17	54.85	77.65	55
	50	77.07	77.72	18.02	19.19	53.41	48.38	20.08	57.50	13.97	54.51	77.13	50
	45	76.45	77.22	17.76	18.98	52.91	48.05	19.86	57.03	13.77	54.16	76.60	45
	40	75.80	76.70	17.49	18.75	52.41	47.70	19.58	56.57	13.56	53.81	76.08	40
	35	75.14	76.17	17.22	18.52	51.91	47.33	19.30	56.11	13.36	53.47	75.55	35
	30	74.47	75.64	16.95	18.29	51.38	46.97	19.01	55.62	13.15	53.12	75.02	30
	25	73.79	74.97	16.63	18.01	50.72	46.60	18.69	55.04	12.90	52.67	74.29	25
	20	73.11	74.19	16.30	17.69	50.05	46.09	18.35	54.46	12.64	52.19	73.36	20
	15	72.37	73.42	15.96	17.38	49.37	45.42	18.02	53.88	12.38	51.72	72.36	15
	10	71.12	72.12	13.33	16.81	48.29	44.66	17.43	52.72	11.93	50.79	71.00	10
	5	69.50	70.43	14.30	15.95	47.06	43.55	16.18	51.20	11.10	49.62	69.04	5
STATE MEAN		76.89	77.57	17.93	19.03	53.56	47.91	19.83	57.68	13.95	54.45	76.90	
STANDARD DEVIATION		4.38	4.29	2.06	1.73	4.14	3.03	1.88	3.93	1.67	2.79	4.31	

TABLE 3-C

1977 PENNSYLVANIA SCHOOL NORMS - GRADE 5 SCHOOLS 1977

		I	II	III-V	III-M	IV	V	VI	VII	VIII-X	IX	X	
PERCENTILE DISTRIBUTION	PERCENTILE RANK	SELF-ESTEEM	UNDERSTANDING OTHERS	BASIC SKILLS: VERBAL	BASIC SKILLS: MATH	INTEREST IN SCHOOL AND LEARNING	SOCIETAL RESPONSIBILITY	HEALTH KNOWLEDGE	CREATIVE ACTIVITIES/ RECOGNITION	CAREER AWARENESS	APPRECIATING HUMAN ACCOMPLISHMENTS	COPING WITH CHANGE	PERCENTILE RANK
	95	84.00	82.48	21.06	20.89	58.16	51.78	22.62	64.90	16.28	58.23	82.31	95
	90	82.60	80.43	20.39	20.35	56.96	51.17	22.12	63.50	15.72	57.30	80.85	90
	85	81.36	79.35	19.86	19.90	56.33	50.63	21.75	62.47	15.37	56.62	80.04	85
	80	80.78	78.56	19.58	19.66	55.47	50.22	21.45	61.63	15.13	56.07	79.54	80
	75	80.26	77.67	19.24	19.46	54.76	49.89	21.21	60.97	14.92	55.73	79.05	75
	70	79.64	77.11	19.00	19.16	54.07	49.50	20.94	60.37	14.63	55.26	78.39	70
	65	79.11	76.57	18.75	18.80	53.38	49.16	20.79	59.61	14.36	54.91	77.84	65
	60	78.44	76.08	18.46	18.54	52.81	48.87	20.60	58.97	14.16	54.63	77.43	60
	55	77.72	75.47	18.14	18.40	52.26	48.55	20.38	58.36	13.95	54.24	77.03	55
	50	77.21	74.94	17.84	18.10	51.76	48.25	20.12	57.86	13.82	54.03	76.39	50
	45	76.68	74.44	17.56	17.91	51.33	47.77	19.85	57.28	13.67	53.63	76.06	45
	40	76.15	73.88	17.30	17.71	50.8[illegible]	47.63	19.67	56.75	13.41	53.14	75.43	40
	35	75.65	73.45	17.04	17.54	50.14	47.23	19.38	56.37	13.25	52.88	75.04	35
	30	75.10	72.74	16.73	17.29	49.51	46.75	19.13	55.83	12.93	52.47	74.36	30
	25	74.49	71.94	16.43	17.07	48.91	46.44	18.83	55.36	12.70	51.92	73.68	25
	20	73.24	71.13	16.00	16.69	48.31	45.77	18.33	54.67	12.42	51.50	73.11	20
	15	72.47	69.91	15.65	16.28	47.47	45.22	17.65	53.81	11.98	50.93	72.13	15
	10	71.34	68.58	14.85	15.71	46.45	44.10	17.00	52.69	11.49	50.26	70.81	10
	5	69.58	66.13	13.92	14.82	44.66	43.18	15.92	51.52	10.38	49.21	69.62	5
STATE MEAN		77.11	74.83	17.76	18.12	51.74	47.89	19.81	58.04	13.69	53.80	76.22	
STANDARD DEVIATION		4.40	4.91	2.15	1.78	4.24	2.84	2.05	4.02	1.67	2.81	3.99	

PREDICTED SCORE RANGE

One objection frequently raised to normative scoring methodology, as illustrated by percentile rank in the state, is that it fails to incorporate the widely divergent operating conditions of various schools. In a state as large and heterogeneous as Pennsylvania, one can easily think of the vastly different resources–physical facilities, financial resources, teachers and, possibly most importantly, the home conditions which influence the students entering a school–under which schools operate. The Commonwealth contains such disparate school communities as rural-farming areas, coal-mining areas, big cities, small towns, affluent suburbs, working-class suburbs, to name a few.

Some of these diversified conditions place limitations upon what a school can expect in the way of student performance. Other conditions give the schools some distinct advantages. Sometimes the home and community conditions take much of the burden off the school; therefore, it is only logical to take the conditions – about the student, teachers, parents and school – into account in some type of comparison. To do this, information is collected from school and department records, from teachers and from students.

Correlation coefficients are then computed between these quantified conditions and the goal scores for the schools (see Table 9). From this set of potential predictors, those conditions which statewide relate most highly to a given goal can be used to calculate (predict) a score range for a school.

The predicted score range does not involve a value judgment about the school. It is based upon the knowledge that other schools in the state, when operating under a similar set of conditions, tend to score in this range.

This methodology allows one to make a second comparison of the school scores: *Are we within our prediction band, above in any goal areas, or below in any areas?* Another way of viewing this question is: *In Goal Y how are we doing compared to schools operating under a similar set of conditions, or schools with resources similar to ours?*

CONDITION VARIABLES

Rationale

The previous section, *Predicted Score Range,* stated that to ameliorate the possibly invidious comparisons that percentile ranks alone invite, the Pennsylvania assessment model also includes an input-output component.

Schools around the state have vastly differing resources at their disposal. The differences are not only in the students served but also in teaching staff and financial and parental support.

Measurement

Tables 4 and 5 describe the 28 variables which were collected to identify the differences in resources among elementary schools. The variables came primarily from students (as part of their questionnaires) and teachers (Appendix A--Teacher Questionnaire).

It is extremely important to note how the variable was measured and quantified. High scores for a school on these variables are not necessarily *good.* The numbers attached to these variables are designed to reflect the presence or absence of the characteristic in question (e.g., per cent female teachers) or to differentiate by quantification one class within the characteristic from another (e.g., *teacher locale* where highest weights are assigned to *outsiders*).

Percentile Rank

For each of the 28 condition variables the school receives its percentile rank compared to the 1977 normative sample of 403 schools. This information is provided so that one can tell not only *what* conditions or resources a school has but also its *relative* conditions. A high percentile likewise does not necessarily imply *good* conditions.

The norm charts (Tables 6-C & 7-C) for the two groupings of variables give a more graphic representation of the percentile rank scores in the school report. They illustrate also how much schools differ on a particular variable. Because they are distributions of school means, the ranges of values at times can be very narrow, so that a small increase in a school mean value may translate into a large percentile rank change, e.g., *stable* (stability of student residence).

Statewide Item Results

In the school report the condition variables are stated as a school score. In most cases, interpreting a school score is simple and straightforward. For instance, to say that the average class size is 27.9 seems understandable enough. But many variables are scaled in such a way that the mean score, which becomes the school score, disguises much of the information used in its calculation.

As a result, percentage replies by item are included in the school report for some variables obtained from the students and teachers. Although the percentages for a particular school are by themselves meaningful, an additional comparison of these percentages to the statewide figures might amplify the picture for the interpreter. Table 8 includes the statewide percentages of those variables for which item data are included on pages 4-7 of the school report.

Correlation Matrices

Table 9 shows the relationship between a given condition variable and school scores on the 10 goals. Here again the reader is warned against constructing a cause-effect relationship from a correlation.

Table 10, which shows the intercorrelation among the condition variables themselves, although open to the same warning as above, suggests one of the reasons why cause-effect relationships are so dangerous. No variable exists in isolation; many interrelationships exist. The average class size, if changed, would alter the instructional expense per pupil and may change any number of teacher variables (experience, perception of learning atmosphere, classroom practices, etc.).

Note: To make percentile rank comparisons for condition variables with other normative groups, use Tables 6-A and 7-A for combined 1974-76 norms and use Tables 6-B and 7-B for 1974 norms.

TABLE 4

FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
GRENROLL (Grade enrollment)	The school administrator reported enrollment of the grade under consideration.	Actual number of students in the participating grade.	A higher value indicates a larger grade enrollment.
PCTATTEN (Percentage attendance)	Class data were obtained from department records for 1975-76, i.e. the district per cent attendance for class while in 4th grade.	Expressed to nearest tenth of a per cent.	A higher value indicates a higher attendance rate.
INSEXADM (Instructional expenses per average daily membership)	The instructional expenses of the elementary program were divided by the Average Daily Membership of the elementary schools. (0200 of budget)	Expressed as an equivalent standard score. See APPENDIX C.	A higher value indicates that the district expends relatively more funds per student for elementary instruction.
TLOCALE (Teacher locale)	The teachers reported where they spent most of their lives.	2 = More than 100 miles from boundaries of this school district 1 = More than 30 miles but less than 100 miles 0 = In or within 30 miles	A higher value indicates that the school teaching staff is drawn from more distant areas.
TSATPAR TSATFS TSATST (Teacher satisfaction with relationships with:) 1) Parents 2) Staff 3) Students	The teachers reported how satisfied they were with their relationship with: Parents and parent groups Fellow staff members Students	3 = Very satisfied 2 = Somewhat satisfied 1 = Somewhat dissatisfied 0 = Very dissatisfied	A higher value on any of these indicies indicates that the teaching staff of the school is more satisfied with its relationships with the group.
TCLATT (Attitude toward classroom teaching)	The teachers reported if they enjoy classroom teaching.	4 = Almost always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Almost never true	A higher value indicates that teaching staff more often enjoy classroom teaching.
PERSAD (Teacher perception of school administration)	The teachers responded to 6 items concerning their feelings about the school administration.	4 = Always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Never true Range: 0-24	A higher value on this index indicates a more positive attitude of the school's teaching staff toward the school administration.
PERDAD (Teacher perception of district administration)	The teachers responded to 3 items concerning their feelings about the district administration.	4 = Always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Never true Range: 0-12	A higher value on this index indicates a more positive attitude of the school's teaching staff toward. the district administration.
CLPRACT (Classroom practices)	The teachers reported the extent to which they used 11 classroom practices judged to be innovative (e.g., pupil participation in lesson planning).	3 = I use it daily 2 = I use it weekly 1 = I use it monthly 0 = I do not use it Range: 0-33	A higher value indicates the teaching staff report more frequent usage of these practices.
PERLERAT (Teacher perception of learning atmosphere)	The teachers indicated whether each of 13 school problems constituted a problem in their school.	1 = No 0 = Yes Range: 0-13	A higher value indicates a positive learning atmosphere, that teachers feel fewer of the listed problems affect their school.

TABLE 4 (Continued)

FROM ADMINISTRATORS, DEPARTMENT RECORDS, AND TEACHERS (Continued)

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
TPERPAR (Teacher perception of parents)	The teachers indicated whether each of 5 conditions related to parental attitude constituted a problem in their school.	1 = No 0 = Yes Range: 0-5	A higher value indicates a positive attitude on the part of the teacher toward the parents and home.
TPEP (Teacher perception of environmental press)	The teachers responded to 8 items regarding their feelings about their self-assuredness.	Almost always true of me Often true of me Sometimes true of me Seldom true of me Almost never true of me Range: 0-32	A higher value indicates that the teachers are relatively more self-assured.
PCTFEM (Per cent female teachers)	The teachers indicated their sex.	Expressed in percentage.	A higher value indicates that the school has a higher percentage of female teachers.
TEDUC (Teacher education)	The teachers indicated the level of formal education they have attained.	4 = Doctor's degree 3 = Master's degree plus 1 year 2 = Master's degree or equivalency 1 = Bachelor's degree 0 = No degree	A higher value indicates that the school's instructional staff reported a higher level of formal education.
CLSIZE (Class size)	The teachers reported their average class size excluding supervisory duties such as study hall.	Expressed as average class size for all teachers.	A higher value indicates greater average class size.
HRPERWK (Teacher hours of instruction per week)	The teachers reported the number of clock hours they are assigned to classroom instruction per week. week.	Expressed as average hours per week.	A higher value indicates that the teachers of the school spend relatively more hours in the classroom.
TEXPER (Teacher experience)	The teachers reported the total years of service in education including current school year.	Expressed as average years' experience.	A higher value indicates that the teachers of the school have relatively more years of teaching experience.
PREPERDY[1] (Number of teacher preparations per day)	The teachers reported the number of different courses, on the average, they teach per day.	Expressed as average number of preparations per day.	A higher value indicates that the teachers have relatively more preparations per day.

[1] Grade 11 only

TABLE 5

FROM STUDENTS

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
FOCC (Father's occupation)	The students reported the occupation most like their fathers or male guardians found on a list of 145 possible occupations and 6 special categories.	The occupational categories were weighted from 1 to 96 according to a combination of education needed to secure the occupation and income derived from the occupation.	A higher value indicates that the school tends to draw a large proportion of its students from homes where the fathers are employed in higher-paying jobs requiring a higher educational level.
OCDESIRE[1] (Occupational desire)	From the list of 145 occupations mentioned above, the students reported the occupations most like those they wish to follow when finished in school.	Same weighting used in FOCC above.	A higher value indicates that the students desire to attain higher paying jobs requiring a higher educational level.
OCEXPECT[1] (Occupational expectation)	From the list of 145 occupations the students reported the occupations most like those they really expect to follow when finished in school.	Same weighting used in FOCC above.	A higher value indicates that the students expect to attain higher paying jobs requiring a higher educational level.
PCTGIRLS (Per cent girls)	The students indicated their sex.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of girls in the grade level.
MEDUC (Mother's education)	The students reported the highest level of formal education attained by their mothers or female guardians.	8 = Ph.D. or professional degree 7 = Some work toward Ph.D. or professional degree 6 = Master's degree 5 = Bachelor's degree 4 = Some college, vocational, technical, business school after high school 3 = High school graduate 2 = Some high school, but not a graduate 1 = Completed grade school 0 = None or some grade school	A higher value indicates that the school draws students from homes in which the mothers have attained a higher average level of formal education.
RESIDE (Type of community)	The students with the aid of the monitor reported the type of communities in which they were then living.	7 = In Philadelphia or Pittsburgh 6 = Inside a large city (100,000 to 500,000 people). 5 = Inside a medium size city (10,000 to 100,000) 4 = In a suburb of Philadelphia or Pittsburgh 3 = In a suburb of a large city 2 = In a suburb of a medium size city 1 = In a small town (less than 10,000 people) 0 = In the open country or in a farming community	A higher value indicates that the students reside in larger areas of dense population, i.e., more removed from open space.
PCTWHITE (Per cent white students)	The students reported their race.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of white students in the grade level.
LIBRARY (Accessibility of library)	The students reported how often they were able to use the school library.	4 = As often as I need to 3 = Frequently, but not as often as I would like to 2 = Only two or three days a week 1 = Only when my class is scheduled for library work 0 = No library in school	A higher score indicates that the students report greater accessibility of the library.

[1] Grade 11 only

TABLE 5 (Continued)

FROM STUDENTS (Continued)

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
COUNSEL[2] (Accessibility of counselor)	The students reported how often they were able to talk to the school guidance counselor about a concern.	4 = Whenever I need to 3 = Often, but not as frequently as I would like to 2 = Only when making out a class schedule 1 = Only in group guidance session 0 = No guidance counselor	A higher value indicates that the students report freer access to the guidance staff.
STABLE (Stability of student residence)	The student reported the number of different school buildings attended within the past 3 years because family changed residence.	4 = My family has not moved within the past 3 years 3 = 2 school buildings 2 = 3 school buildings 1 = 4 school buildings 0 = 5 school buildings	A higher value indicates that the students come from families which are less mobile.
PARATT[3] (Parental attitude toward school)	The students reported their opinions on three items: (1) My parents enjoy hearing about school (2) My parents feel the school is doing a good job (3) My parents support what the school does	3 = Almost always 2 = Usually 1 = Sometimes 0 = Almost never Grade 8 & 11 Range: 0-9 Grade 5 Range: 0-6	A higher value indicates that the students felt their parents have a great interest in the school, a higher opinion of the work of the school, and greater support of the school.
MORESB[2] (Mores - Boys)	The students reported their perception of the single best way for a boy to get to be important and looked up to by other students.	6 = Being bright and well-informed 5 = Doing well in school 4 = Being a leader in school activities 3 = Being fun to be with 2 = Being an athletic star or a cheerleader 1 = Being good-looking 0 = Coming from the right family	A higher score indicates that students perceive intellectual factors as relatively more important than social factors or athletics in determining a boy's popularity.
MORESG[2] (Mores - Girls)	The students reported their perception of the single best way for a girl to get to be important and looked up to by other students.	Same as for MORESB above.	A higher score indicates the students perceive intellectual factors as relatively more important than social factors in determining a girl's popularity.
VALUES[2] (Personal values)	The students reported the quality which was most important to them as individuals regardless of what others may choose.	Same as for MORESB above.	A higher score indicates that students perceive intellectual pursuits as having more personal value than social status factors.
HOMECLIM (Home climate)	The students reported their opinions on 8 items about home conditions.	Very much like me Usually like me Usually unlike me Very much unlike me Range: 0-24	A higher value indicates that the students have more favorable attitudes toward their home conditions.

[2] Grade 8 and 11 only

[3] Only the first two items were used for grade 5.

TABLE 6-A

1974-1976 PERCENTILE DISTRIBUTION OF VARIABLES FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS - GRADE 5 SCHOOLS 1974-1976

	PERCENTILE RANK	GRENROLL	PCTATTEN	INSEXADM	TLOCALE	TSATPAR	TSATFS	TSATST	TCLATT	PERSAD	PERDAD	CLPRACT	PERLERAT	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	155	97.8	1.73	1.00	2.71	3.00	2.86	3.91	21.26	9.77	20.17	11.88	95
	90	120	97.3	1.53	0.89	2.63	2.88	2.80	3.86	20.40	9.40	19.38	11.58	90
	85	105	97.1	1.09	0.79	2.57	2.83	2.75	3.81	19.75	9.06	18.75	11.35	85
	80	95	97.0	0.92	0.71	2.50	2.78	2.68	3.77	19.32	8.83	18.33	11.15	80
	75	86	96.8	0.65	0.64	2.43	2.73	2.67	3.73	18.78	8.56	18.00	11.00	75
	70	79	96.6	0.51	0.61	2.40	2.69	2.62	3.71	18.25	8.33	17.75	10.88	70
	65	73	96.4	0.31	0.56	2.35	2.64	2.58	3.69	17.83	8.12	17.43	10.70	65
	60	68	96.3	0.18	0.50	2.32	2.61	2.56	3.67	17.45	7.93	17.14	10.54	60
	55	63	96.1	0.03	0.50	2.28	2.57	2.52	3.65	17.15	7.75	16.85	10.36	55
	50	59	95.9	-0.12	0.44	2.25	2.54	2.50	3.63	16.80	7.54	16.55	10.23	50
	45	56	95.8	-0.29	0.40	2.20	2.50	2.45	3.60	16.40	7.33	16.33	10.05	45
	40	53	95.6	-0.37	0.36	2.17	2.50	2.42	3.57	16.07	7.14	16.03	9.92	40
	35	48	95.3	-0.48	0.33	2.12	2.44	2.38	3.55	15.73	6.90	15.85	9.75	35
	30	44	95.0	-0.61	0.29	2.07	2.41	2.33	3.50	15.29	6.66	15.59	9.57	30
	25	36	94.9	-0.71	0.25	2.00	2.33	2.30	3.48	14.83	6.47	15.20	9.36	25
	20	31	94.6	-0.84	0.20	2.00	2.29	2.25	3.44	14.35	6.25	14.90	9.09	20
	15	28	94.2	-0.93	0.17	1.89	2.21	2.17	3.40	13.67	5.89	14.50	8.72	15
	10	25	93.7	-1.17	0.11	1.78	2.14	2.11	3.33	12.92	5.44	14.00	8.25	10
	5	22	91.0	-1.45	0.0	1.60	2.00	2.00	3.20	11.67	4.73	12.86	7.71	5
STATE MEAN		70	95.4	0.00	0.47	2.22	2.52	2.46	3.60	16.69	7.46	16.60	10.08	
STANDARD DEVIATION		47	2.4	1.00	0.31	0.34	0.30	0.27	0.22	2.88	1.56	2.21	1.28	

TABLE 6-A (Continued)

1974-1976 PERCENTILE DISTRIBUTION OF VARIABLES FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS - GRADE 5 SCHOOLS 1974-1976

	PERCENTILE RANK	TPERPAR	TPEP	PCTFEM	TEDUC	CLSIZE	HRPRWK	TEXPER	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	4.52	25.00	100.00	1.85	30.81	31.76	16.85	95
	90	4.38	24.46	92.31	1.73	29.41	30.00	15.08	90
	85	4.25	24.11	90.00	1.67	28.57	29.27	14.00	85
	80	4.15	23.93	88.46	1.61	27.94	28.60	13.26	80
	75	4.08	23.75	86.67	1.57	27.78	28.00	12.56	75
	70	4.00	23.53	85.71	1.53	27.03	27.58	12.14	70
	65	3.93	23.33	84.62	1.50	27.03	27.04	11.53	65
	60	3.87	23.14	83.33	1.46	26.32	26.50	11.10	60
	55	3.79	22.94	82.35	1.42	26.09	26.10	10.63	55
	50	3.70	22.80	81.48	1.39	25.64	25.72	10.20	50
	45	3.63	22.67	80.00	1.36	25.31	25.21	9.80	45
	40	3.56	22.44	78.57	1.33	25.00	24.94	9.40	40
	35	3.46	22.21	77.78	1.30	24.73	24.46	8.94	35
	30	3.36	22.00	76.00	1.26	24.39	24.00	8.50	30
	25	3.25	21.81	75.00	1.22	23.81	23.29	8.20	25
	20	3.13	21.55	71.43	1.17	23.26	22.55	7.77	20
	15	3.00	21.29	68.75	1.13	22.73	21.68	7.20	15
	10	2.85	20.92	66.67	1.07	22.22	20.76	6.59	10
	5	2.59	20.33	58.33	1.00	21.07	18.83	5.82	5
STATE MEAN		3.65	22.74	79.79	1.40	25.81	25.57	10.64	
STANDARD DEVIATION		0.60	1.43	11.84	0.27	3.01	4.06	3.63	

TABLE 6-B

1974 PERCENTILE DISTRIBUTION OF VARIABLES FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS - GRADE 5 SCHOOLS 1974

	PERCENTILE RANK	GRENROLL	PCTATTEN	INSEXADM	TLOCALE	TSATPAR	TSATFS	TSATST	TCLATT	PERSAD	PERDAD	CLPRACT	PERLERAT	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	163	98.1	1.86	1.03	2.74	2.96	2.84	3.95	21.39	10.08	20.35	11.96	95
	90	130	97.7	1.56	0.88	2.66	2.91	2.78	3.88	20.71	9.63	19.67	11.65	90
	85	114	97.4	1.15	0.76	2.58	2.86	2.73	3.83	20.09	9.23	19.05	11.37	85
	80	104	97.2	0.84	0.71	2.53	2.82	2.69	3.80	19.60	9.03	18.63	11.19	80
	75	95	97.1	0.61	0.65	2.48	2.78	2.66	3.77	19.17	8.82	18.21	11.03	75
	70	87	96.9	0.44	0.60	2.42	2.74	2.62	3.74	18.75	8.62	17.84	10.87	70
	65	79	96.7	0.31	0.56	2.38	2.70	2.59	3.72	18.34	8.42	17.54	10.70	65
	60	72	96.6	0.19	0.53	2.33	2.66	2.56	3.69	17.95	8.22	17.25	10.54	60
	55	68	96.4	0.06	0.49	2.29	2.63	2.52	3.67	17.56	8.01	16.95	10.38	55
	50	64	96.2	-0.06	0.45	2.24	2.59	2.49	3.64	17.17	7.81	16.67	10.22	50
	45	60	96.1	-0.23	0.41	2.20	2.55	2.45	3.62	16.74	7.61	16.41	10.06	45
	40	56	96.0	-0.38	0.37	2.15	2.50	2.41	3.59	16.28	7.41	16.14	9.91	40
	35	51	95.8	-0.53	0.33	2.11	2.45	2.38	3.56	15.82	7.21	15.88	9.75	35
	30	47	95.7	-0.64	0.28	2.06	2.40	2.34	3.53	15.37	7.01	15.62	9.59	30
	25	42	95.6	-0.76	0.23	2.00	2.35	2.29	3.49	14.94	6.76	15.29	9.39	25
	20	38	95.4	-0.88	0.18	1.94	2.30	2.24	3.45	14.50	6.46	14.95	9.19	20
	15	33	95.0	-1.00	0.13	1.88	2.24	2.18	3.41	13.99	6.17	14.60	8.99	15
	10	28	94.5	-1.23	0.09	1.76	2.14	2.10	3.34	13.12	5.69	14.00	8.59	10
	5	18	93.7	-1.45	0.04	1.56	2.02	1.99	3.22	11.82	5.00	12.69	8.06	5
STATE MEAN		73	96.1	0.00	0.46	2.22	2.55	2.46	3.62	17.00	7.69	16.76	10.16	
STANDARD DEVIATION		47	2.4	1.00	0.31	0.34	0.31	0.26	0.22	2.86	1.55	2.37	1.17	

TABLE 6-B (Continued)

1974		PERCENTILE DISTRIBUTION OF VARIABLES FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS - GRADE 6 SCHOOLS							1974
	PERCENTILE RANK	TPERPAR	TPEP	PCTFEM	TEDUC	CL SIZE	HRPRWK	TEXPER	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	4.54	24.86	100.00	1.80	31.4	31.95	18.10	95
	90	4.40	24.35	93.86	1.68	30.6	30.75	15.69	90
	85	4.26	23.96	90.96	1.59	29.8	29.77	14.29	85
	80	4.17	23.75	89.18	1.54	29.2	29.08	13.48	80
	75	4.09	23.54	87.39	1.48	28.6	28.39	12.66	75
	70	4.01	23.33	85.67	1.44	28.1	27.80	12.10	70
	65	3.93	23.11	84.38	1.42	27.6	27.39	11.57	65
	60	3.87	22.89	83.09	1.39	27.2	26.98	11.03	60
	55	3.80	22.67	81.80	1.36	26.8	26.57	10.53	55
	50	3.73	22.48	80.51	1.33	26.5	26.16	10.11	50
	45	3.67	22.32	79.21	1.29	26.0	25.75	9.68	45
	40	3.58	22.16	77.66	1.26	25.6	25.33	9.26	40
	35	3.48	22.00	76.11	1.22	25.1	24.91	8.84	35
	30	3.39	21.84	74.56	1.19	24.7	24.49	8.37	30
	25	3.28	21.63	73.02	1.14	24.2	23.99	7.89	25
	20	3.17	21.41	70.54	1.09	23.7	23.30	7.41	20
	15	3.05	21.20	67.84	1.04	23.2	22.61	6.92	15
	10	2.87	20.84	63.87	0.99	22.5	21.62	6.04	10
	5	2.62	20.45	56.11	0.94	21.6	20.40	5.01	5
STATE MEAN		3.67	22.57	79.27	1.33	26.0	26.07	10.66	
STANDARD DEVIATION		0.59	1.43	13.12	0.27	2.9	3.74	3.87	

TABLE 6-C

1977 PERCENTILE DISTRIBUTION OF VARIABLES FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS - GRADE 5 SCHOOLS 1977

	PERCENTILE RANK	GRENROLL	PCTATTEN	INSEXADm	TLOCALE	TSATPAR	TSATFS	TSATST	TCLATT	PERSAD	PERDAD	CLPRACT	PERLERAT	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	150	96.8	1.79	1.00	2.71	3.00	2.86	3.89	21.29	9.65	19.67	12.00	95
	90	109	96.6	1.13	0.88	2.64	2.89	2.80	3.86	20.67	9.16	18.93	11.60	90
	85	94	96.4	0.97	0.79	2.56	2.83	2.73	3.81	19.93	8.86	18.57	11.29	85
	80	86	96.2	0.56	0.67	2.50	2.78	2.67	3.79	19.50	8.58	18.07	11.15	80
	75	77	96.1	0.56	0.62	2.45	2.75	2.67	3.75	19.00	8.33	17.59	11.00	75
	70	71	96.0	0.49	0.58	2.40	2.70	2.64	3.71	18.69	8.16	17.25	10.84	70
	65	66	95.8	0.37	0.56	2.33	2.67	2.60	3.69	18.29	8.00	16.93	10.71	65
	60	62	95.7	0.18	0.50	2.29	2.63	2.57	3.67	17.89	7.75	16.54	10.56	60
	55	57	95.7	-0.04	0.46	2.25	2.59	2.56	3.64	17.57	7.54	16.31	10.38	55
	50	54	95.6	-0.26	0.43	2.21	2.57	2.50	3.60	17.25	7.25	16.14	10.25	50
	45	50	95.5	-0.40	0.38	2.17	2.54	2.47	3.58	16.90	6.89	15.86	10.07	45
	40	47	95.4	-0.43	0.33	2.15	2.50	2.42	3.56	16.67	6.71	15.67	9.86	40
	35	44	95.3	-0.53	0.29	2.10	2.45	2.39	3.53	16.20	6.43	15.33	9.71	35
	30	39	95.0	-0.67	0.27	2.04	2.42	2.33	3.50	15.82	6.18	15.10	9.60	30
	25	34	95.0	-0.78	0.22	2.00	2.38	2.30	3.47	15.13	5.88	14.63	9.45	25
	20	30	94.8	-0.86	0.17	1.93	2.33	2.26	3.43	14.60	5.59	14.29	9.25	20
	15	28	94.3	-0.87	0.14	1.86	2.27	2.18	3.38	14.00	5.30	13.85	9.00	15
	10	25	93.9	-1.11	0.06	1.80	2.17	2.11	3.31	13.14	5.00	13.37	8.56	10
	5	22	91.8	-1.28	0.00	1.63	2.07	2.00	3.21	11.86	4.52	12.47	8.00	5
STATE MEAN		64	95.3	0.00	0.46	2.21	2.54	2.47	3.59	17.02	7.14	16.14	10.16	
STANDARD DEVIATION		44	1.3	1.00	0.33	0.33	0.27	0.27	0.22	2.83	1.65	2.19	1.17	

TABLE 6-C (Continued)

1977		PERCENTILE DISTRIBUTION OF VARIABLES FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS - GRADE 5 SCHOOLS						1977	
	PERCENTILE RANK	TPERPAR	TPEP	PCTFEM	TEDUC	CL SIZE	HRPRWK	TEXPER	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	4.44	25.14	100.00	2.00	29.67	32.09	15.44	95
	90	4.33	24.57	91.67	1.87	28.45	30.88	14.63	90
	85	4.23	24.30	90.00	1.77	27.93	29.89	14.00	85
	80	4.14	24.04	88.23	1.71	27.44	29.20	13.00	80
	75	4.05	23.75	86.67	1.67	27.09	28.42	12.50	75
	70	3.95	23.54	85.71	1.60	26.83	28.00	12.00	70
	65	3.87	23.37	83.33	1.56	26.56	27.84	11.50	65
	60	3.82	23.21	82.35	1.53	26.08	27.30	11.09	60
	55	3.75	23.06	80.95	1.50	25.78	26.94	10.83	55
	50	3.65	22.88	80.00	1.45	25.50	26.41	10.44	50
	45	3.59	22.74	78.57	1.42	25.08	26.00	10.21	45
	40	3.53	22.57	76.92	1.40	24.67	25.56	9.88	40
	35	3.45	22.44	75.00	1.36	24.40	25.20	9.43	35
	30	3.33	22.32	73.68	1.33	24.09	24.83	9.09	30
	25	3.21	22.15	71.43	1.30	23.71	24.33	8.94	25
	20	3.14	21.83	70.00	1.25	23.00	23.75	8.54	20
	15	3.00	21.58	66.67	1.20	22.50	23.21	7.82	15
	10	2.80	21.12	61.11	1.16	21.73	22.39	7.10	10
	5	2.56	20.57	57.14	1.09	20.87	21.07	5.88	5
STATE MEAN		3.61	22.90	78.33	1.49	25.35	26.41	10.65	
STANDARD DEVIATION		0.59	1.37	12.39	0.28	2.72	3.50	2.88	

TABLE 7-A

1974-1976 PERCENTILE DISTRIBUTION OF VARIABLES FROM STUDENTS - GRADE 5 SCHOOLS 1974-1976

	PERCENTILE RANK	FOCC	PCTGIRLS	MEDUC	RESIDE	PCTWHITE	LIBRARY	STABLE	PARATT	HOMECLIM	PERCENTILE RANK
PERCENTILE DISTRIBUTION	95	59.10	62.50	3.80	6.86	100.00	3.85	3.88	5.00	17.89	95
	90	51.88	59.26	3.57	5.02	100.00	3.65	3.83	4.89	17.48	90
	85	47.09	56.92	3.41	5.00	100.00	3.56	3.80	4.80	17.23	85
	80	43.43	55.26	3.30	4.88	100.00	3.45	3.78	4.72	17.06	80
	75	40.15	54.00	3.22	4.00	100.00	3.33	3.76	4.67	16.93	75
	70	38.06	52.94	3.15	4.00	98.96	3.24	3.73	4.62	16.80	70
	65	35.88	51.85	3.09	3.95	98.26	3.14	3.71	4.56	16.64	65
	60	34.33	51.16	3.04	2.90	97.78	3.02	3.70	4.51	16.52	60
	55	33.10	50.00	3.00	2.00	97.06	2.90	3.68	4.46	16.39	55
	50	31.50	49.44	2.94	1.25	96.39	2.75	3.65	4.40	16.25	50
	45	30.13	48.39	2.91	1.00	95.83	2.60	3.63	4.35	16.13	45
	40	28.70	47.76	2.87	1.00	95.12	2.41	3.61	4.29	16.00	40
	35	27.20	46.75	2.83	0.86	94.00	2.25	3.59	4.23	15.85	35
	30	25.80	45.83	2.79	0.69	92.86	2.06	3.56	4.17	15.67	30
	25	24.61	45.00	2.74	0.51	91.67	1.91	3.53	4.10	15.50	25
	20	22.86	43.84	2.69	0.40	89.47	1.74	3.50	4.02	15.35	20
	15	21.25	42.22	2.62	0.23	85.29	1.50	3.44	3.92	15.11	15
	10	19.19	40.74	2.53	0.06	76.52	1.22	3.36	3.82	14.75	10
	5	15.68	37.89	2.37	0.0	40.00	1.00	3.23	3.66	14.28	5
STATE MEAN		33.46	49.67	3.00	2.41	89.88	2.56	3.62	4.37	16.19	
STANDARD DEVIATION		12.70	7.80	0.43	2.19	19.91	0.97	0.20	0.42	1.09	

TABLE 7-B

1974	PERCENTILE DISTRIBUTION OF VARIABLES FROM STUDENTS - GRADE 5 SCHOOLS									1974
PERCENTILE DISTRIBUTION	FOCC	PCTGIRLS	MEDUC	RESIDE	PCTWHITE	LIBRARY	STABLE	PARATT	HOMECLIM	
95	58.22	62.64	3.74	4.98	100.00	3.94	3.89	5.07	17.95	95
90	53.60	59.23	3.49	4.60	99.56	3.75	3.84	4.99	17.68	90
85	48.44	56.73	3.34	4.22	99.08	3.59	3.82	4.90	17.43	85
80	44.28	55.14	3.26	3.86	98.60	3.50	3.80	4.83	17.27	80
75	41.47	53.55	3.18	3.51	98.12	3.40	3.78	4.77	17.12	75
70	38.83	52.48	3.12	3.15	97.64	3.31	3.75	4.71	16.96	70
65	36.63	51.64	3.06	2.35	97.16	3.22	3.74	4.65	16.82	65
60	34.43	50.79	3.00	1.88	96.68	3.12	3.72	4.60	16.69	60
55	32.58	49.95	2.95	1.54	96.20	2.98	3.70	4.56	16.56	55
50	31.11	49.10	2.91	1.20	95.73	2.83	3.68	4.51	16.43	50
45	29.65	48.19	2.87	1.06	95.25	2.68	3.67	4.46	16.29	45
40	28.18	47.28	2.84	0.93	94.77	2.51	3.65	4.41	16.15	40
35	26.75	46.37	2.80	0.80	94.29	2.30	3.62	4.36	16.00	35
30	25.42	45.46	2.76	0.68	93.81	2.10	3.60	4.30	15.86	30
25	24.10	44.22	2.70	0.55	93.33	1.89	3.58	4.23	15.70	25
20	22.77	42.94	2.63	0.42	91.82	1.68	3.54	4.16	15.55	20
15	21.45	41.65	2.57	0.29	88.81	1.40	3.50	4.07	15.39	15
10	19.14	39.49	2.46	0.05	85.80	1.00	3.44	3.95	15.12	10
5	16.00	36.66	2.32	0.00	70.04	0.47	3.34	3.77	14.79	5
STATE MEAN	33.26	49.21	2.96	2.14	93.04	2.59	3.66	4.48	16.42	
STANDARD DEVIATION	12.42	7.71	0.42	1.92	14.96	1.03	0.18	0.39	1.01	

TABLE 7-C

1977 PERCENTILE DISTRIBUTION OF VARIABLES FROM STUDENTS - GRADE 5 SCHOOLS 1977

PERCENTILE DISTRIBUTION	PERCENTILE RANK	FOCC	PCTGIRLS	MEDUC	RESIDE	PCTWHITE	LIBRARY	STABLE	PARATT	HOMECLIM	PERCENTILE RANK
	95	59.42	61.76	3.97	6.84	100.00	3.76	3.89	5.00	18.02	95
	90	51.24	58.82	3.66	5.00	100.00	3.63	3.84	4.87	17.67	90
	85	45.13	56.82	3.51	4.96	100.00	3.45	3.80	4.81	17.36	85
	80	42.58	55.56	3.38	4.16	100.00	3.38	3.79	4.75	17.14	80
	75	39.87	54.54	3.30	4.00	100.00	3.32	3.76	4.70	17.00	75
	70	37.61	53.57	3.21	3.94	98.39	3.23	3.73	4.63	16.86	70
	65	35.32	52.46	3.13	3.00	97.96	3.15	3.71	4.57	16.71	65
	60	34.09	51.67	3.08	2.02	97.50	3.02	3.70	4.51	16.60	60
	55	32.00	50.34	3.03	2.00	97.10	2.91	3.68	4.46	16.51	55
	50	30.13	50.00	2.97	1.13	96.33	2.79	3.65	4.42	16.36	50
	45	28.40	49.06	2.94	1.00	95.74	2.67	3.62	4.37	16.25	45
	40	27.17	48.04	2.89	1.00	95.31	2.52	3.60	4.31	16.11	40
	35	26.04	46.74	2.85	0.92	94.67	2.41	3.56	4.26	15.96	35
	30	24.56	45.87	2.80	0.75	93.15	2.27	3.55	4.22	15.78	30
	25	23.06	44.68	2.76	0.56	91.23	2.09	3.51	4.16	15.63	25
	20	21.71	43.75	2.71	0.41	88.89	1.86	3.47	4.06	15.46	20
	15	20.19	41.38	2.66	0.31	85.37	1.67	3.42	3.96	15.28	15
	10	17.88	38.78	2.55	0.16	75.00	1.40	3.34	3.81	15.02	10
	5	15.55	34.29	2.38	0.00	51.29	1.09	3.21	3.64	14.47	5
STATE MEAN		32.63	49.33	3.05	2.28	90.05	2.63	3.62	4.39	16.32	
STANDARD DEVIATION		13.10	8.11	0.48	2.08	19.24	0.86	0.20	0.42	1.07	

TABLE 8

STATEWIDE ITEM REPLIES FOR SELECTED CONDITION VARIABLES
(By Percentages)

GRADE 5, 1974-76

TSATPAR, TSATFS, TSATST

In your teaching situation, how satisfied are you with your relationship with:

	Year	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
Parents and parent groups	1974	3	12	46	38
	1974-76	3	12	46	38
	1977	3	12	48	36
Fellow staff members	1974	2	6	30	61
	1974-76	2	7	31	60
	1977	2	5	32	60
Students	1974	2	6	37	55
	1974-76	2	7	31	60
	1977	2	7	36	54

TCLATT

	1974	1974-76	1977
I enjoy classroom teaching.			
Almost never true	0	0	0
Seldom true	0	0	0
Sometimes true	3	4	4
Usually true	32	33	33
Almost always true	65	63	62

CLPRACT

	Year	Not Used	Each Month	Each Week	Each Day
Pupil participation in lesson planning	1974	33	23	26	16
	1974-76	35	23	25	16
	1977	36	27	23	13
Pupil participation in classroom teaching	1974	13	19	28	39
	1974-76	14	19	27	39
	1977	16	23	26	35

TABLE 8 (Continued)

CLPRACT (Continued)

	Year	Not Used	Each Month	Each Week	Each Day
Having pupils work in small learning teams	1974	5	14	31	50
	1974-76	5	15	31	49
	1977	5	16	32	47
Role playing (acting out situations)	1974	20	40	31	8
	1974-76	20	41	30	8
	1977	23	43	28	6
Use of games to aid learning	1974	3	12	40	44
	1974-76	3	12	39	45
	1977	4	14	38	44
Pupil evaluation of classroom climate	1974	23	30	28	18
	1974-76	24	31	27	18
	1977	25	32	27	16
Pupil participation in developing classroom rules	1974	11	27	26	34
	1974-76	13	27	26	33
	1977	14	30	25	31
Involving pupils in community projects	1974	54	35	7	2
	1974-76	52	37	7	3
	1977	55	36	6	2
Utilizing local citizens as resource personnel	1974	52	39	5	2
	1974-76	51	41	5	2
	1977	51	42	4	2
Pupils as helpers or tutors of other pupils	1974	5	12	31	52
	1974-76	5	13	32	50
	1977	6	15	33	46
Joint lesson planning with one or more teachers	1974	43	18	22	16
	1974-76	42	19	23	16
	1977	39	21	23	16

PERLERAT

Survey of school problems: (per cent = yes responses)	1974	1974-76	1977
There is too much teacher turnover	8	9	5
The classes are too large for effective teaching	51	49	50
The different races or ethnic groups don't get along together	6	6	5
There are too many interruptions during class periods	23	27	29

TABLE 8 (Continued)

PERLERAT (Continued)

	1974	1974-76	1977
Teachers have too little freedom in such matters as textbook selection and curriculum	37	34	33
There is too much competition for grades	22	19	15
There is too much emphasis on athletics	11	11	18
There should be a better mixture; the students are all too much of one type	18	18	17
Too much time has to be spent on discipline	31	34	36
The students aren't really interested in learning	30	31	31
There is a lack of effective leadership from the school administration	30	32	30
The teachers don't seem to be able to work well together	12	12	10
We have poor instructional equipment: supplies, books, laboratory equipment, etc.	19	21	18

TPERPAR

(Per cent = yes responses)	1974	1974-76	1977
There are too many absences among students	22	23	27
Pupils are not well fed and/or well clothed	16	18	18
Parents attempt to interfere with the school	23	26	27
Parents put too much pressure on the students for good grades	30	27	25
Parents don't take enough interest in their children's schoolwork	45	46	48

RESIDE

In what type of community are you now living?	1974	1974-76	1977
In the open country or in a farming community	24	23	22
In a small town (less than 10,000 people) that is not a suburb	30	26	30

TABLE 8 (Continued)

RESIDE (Continued)

	1974	1974-76	1977
Inside a medium size city (10,000 to 100,000 people)	14	12	15
Inside a large city (100,000 to 500,000 people)	1	2	1
In Philadelphia or Pittsburgh	3	8	5
In a suburb of a medium size city	12	9	11
In a suburb of a large city	2	2	2
In a suburb of Philadelphia or Pittsburgh	14	16	11

PCTWHITE

Which of the following best describes you?

	1974	1974-76	1977
Black	4	8	7
White	93	86	87
American Indian	1	1	1
Oriental	0	(.4)	(.4)
Puerto Rican	1	1	1
Other	1	1	1

LIBRARY

How often are you able to use the school library?	1974	1974-76	1977
As often as I need to	44	40	40
Frequently, but not as often as I would like to	18	17	19
Only two or three days a week	9	9	9
Only when my class is scheduled for library work	25	28	28
There is no library in this school	4	3	2

TABLE 8 (Continued)

3TABLE

How many different school buildings have you attended within the past three years before your family changed residence?	1974	1974-76	1977
My family has not moved within the past three years	70	70	70
2 school buildings	19	19	19
3 school buildings	5	5	6
4 school buildings	2	2	2
5 or more school buildings	1	1	1

NOTE: In the cases in which the percentages do not total 100%, the difference is due to non-response to that item by the remaining percentage of students.

TABLE 9

CORRELATION COEFFICIENTS BETWEEN
SCHOOL CONDITION VARIABLE SCORES AND SCHOOL GOAL SCORES
GRADE 5, N=2257
1974-76

VARIABLE		I	II	III-V	III-M	IV	V	VI	VII	VIII-K	IX	X*
GRENROLL	1		-.10	-.06	-.10	-.07	-.12	-.08			-.12	-.07
PCTATTEN	2	-.27	.25	.50	.50		.43	.59	.08	.45	.44	.41
INSEXADM	3	.10	-.06			-.06	-.32	-.14	.09		-.15	-.14
TLOCALE	4			.12	.07			.08		.10		.07
TSATPAR	5	.30	.12	.44	.42		.14	.42	.13	.40	.25	.27
TSATFS	6	.12	.11	.18	.18		.13	.22		.16	.18	.15
TSATST	7	.25	.11	.38	.37		.19	.38	.09	.33	.26	.24
TCLATT	8	.19	.14	.29	.29		.21	.31	.06	.26	.25	.22
PERSAD	9	.16	.12	.21	.20	.06	.12	.20	.07	.20	.16	.11
PERDAD	10	.12	.11	.17	.20		.15	.18		.15	.16	.13
CLPRACT	11	.10							.11			
PERLERAT	12	.31	.11	.48	.45		.22	.47	.12	.44	.31	.29
TPERPAR	13	.29	.10	.45	.43		.14	.42	.10	.40	.23	.27
TPEP	14	.14		.10	.06		-.13		.10	.12		
PCTFEM	15	.13	.06	.12	.09			.08	.09	.12	.07	.09
TEDUC	16	.07	-.11			-.13	-.25	-.08	.07		-.13	-.13
CLSIZE	17	-.06	-.06	-.12	-.09			-.09		-.09	-.10	-.08
HRPERWK	18	.06		.08	.09		.12	.12		.07	.10	.08
TEXPER	19	.10	.11	.11	.13	.08	.11	.10		.10	.12	.13
POCC	21	.50	.13	.70	.60	-.17		.55	.29	.65	.27	.31
PCTGIRLS	24		.09				.12				.08	.06
MEDUC	25	.48	.11	.64	.56	-.16		.53	.30	.62	.27	.29
RESIDE	26		-.12	-.22	-.28		-.42	-.40		-.20	-.29	-.31
PCTWHITE	27	.31	.14	.58	.60	-.11	.41	.67	.07	.52	.45	.42
LIBRARY	28	.19	.08	.30	.22		.13	.25	.14	.30	.17	.20
STABLE	30	.27	.14	.39	.42		.26	.45		.38	.35	.27
PARATT	31	.58	.35	.43	.42	.37	.36	.42	.30	.45	.47	.43
HOMECLIM	35	.78	.34	.47	.45	.28	.36	.49	.30	.49	.54	.52

NOTE: All correlation coefficients have been rounded to two decimal places. Only $|r| \geq 0.06$ are printed because:

$|r| \geq 0.06$ is significant at the .05 level

$|r| \geq 0.08$ is significant at the .01 level

*See Table 2 on page 10 for goal descriptors

TABLE 10

CORRELATION COEFFICIENTS AMONG
SCHOOL CONDITION VARIABLE SCORES
GRADE 5, 1974-76, N=2257

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	21	24	25	26	27	28	30	31
CRENROLL	1																											
PCTATTEN	2	-.16																										
INSEXADM	3	.10	-.35																									
TLOCALE	4	.09	.09	.18																								
TSATPAR	5	-.10	.28	.06																								
TSATFS	6	-.14	.22	-.11		.28																						
TSATST	7	-.14	.32	-.09	.06	.59	.32																					
TCLATT	8	-.15	.30	-.10		.40	.26	.55																				
PERSAD	9		.17	.06	.09	.35	.33	.33	.36																			
PERDAD	10	-.10	.19	-.08		.36	.23	.31	.32	.55																		
CLPRACT	11			.17	.14	.18		.22	.24	.23	.14																	
PERLERAT	12	-.15	.36		.10	.55	.40	.56	.48	.61	.55	.18																
TPERPAR	13	-.08	.30		.09	.66	.19	.45	.33	.34	.35	.13	.65															
TPEP	14		-.10	.27	.11	.21	.13	.21	.29	.34	.18	.27	.26	.16														
PCTFEM	15	-.10		.11		.15		.07	.11	.06		.14	.08	.12														
TEDUC	16	.13	-.25	.40	.12		-.12	-.06	-.12		-.15	.12			.23	-.06												
CLSIZE	17	.26	-.12	-.22	-.08	.06	-.07	-.12	-.14	-.10	-.06		-.26	-.11		-.12												
IRPERUK	18	-.09	.20	-.13			.08	.08	.09				.06				-.09											
TEXPER	19	-.08		.06	-.12	.22			.07	.07		-.06	.10	.17		.15												
FOCC	21	.13	.23	.30	.21	.39	.08	.27	.16	.20	.10	.18	.34	.37	.21	.16	.23											
PCTGIRLS	24																			.06	.84							
MEDUC	25	.10	.20	.25	.17	.35	.06	.24	.15	.17	.09	.17	.32	.34	.21	.13	.23		-.13		.07							
RESIDE	26	.12	-.55	.52	-.07	-.16	-.16	-.24	-.23		-.21	.09	-.22	-.18	.20	.10	.39		.17		.31		.26	-.52				
PCTWHITE	27	-.20	.65	-.36		.34	.24	.38	.33	.15	.20		.42	.30	-.07		-.18				.28		.25	-.11	.16			
LIBRARY	28	.11	.21	.13	.17	.19	.06	.14	.13	.16	.10	.19	.25	.18	.10	.07	.06	-.06			.28		.14	-.35	.51	.11		
STABLE	30	-.14	.41	-.21	-.07	.25	.10	.24	.20		.12		.26	.25	-.09		-.14	-.08	.09		.16		.39		.27	.22	.22	
PARATT	31		.25	.10		.28	.12	.25	.20	.23	.17	.12	.32	.28	.11	.11		-.10	.09	.15	.42		.34	-.08	.31	.14	.26	.52
HOMECLIM	35		.28			.23	.12	.20	.17	.11	.07		.23	.21	.07	.08		-.07	.06	.10	.36							

NOTE: ALL CORRELATION COEFFICIENTS HAVE BEEN ROUNDED TO TWO DECIMAL PLACES.
ONLY R $\geq$ 0.06 ARE PRINTED BECAUSE:

R $\geq$ 0.06 IS SIGNIFICANT AT THE .05 LEVEL
R $\geq$ 0.08 IS SIGNIFICANT AT THE .01 LEVEL

STUDENT DISTRIBUTIONS FOR COGNITIVE MEASURES

A school mean alone disguises much about student performance on a given goal. Did all the students score close to the school mean or were the student scores widely divergent? Indeed, very different student distributions could result in similar mean scores.

Page 8 of the school report contains a distribution of student scores on the four cognitive measures included in the student questionnaires.

The student scores from the1974 norm sample were rank-ordered high to low and divided into five categories as nearly equal as possible. They represent the scores obtained by the top 20 per cent of the students in the state, the next 20 per cent, down to the lowest-scoring 20 per cent of students. In many cases no matter which of two cut-off scores was used, slightly more--or less--than 20 per cent of the students scored above that point.

For this school report, the score ranges used in 1974 were again used. The percentages in the STATE NORM column reflect the 1977 normative group's distribution which differs from the 1974 distribution. These differences are shown below. The SCHOOL ACTUAL column in the school report shows the percentage of students in the school in 1977 who obtained scores in that range.

Grade 5

Goal III--Basic Skills-Verbal

Goal Score	State Norm	
	1974	1977
24-30	19	18
20-23	23	22
17-19	18	19
13-16	22	23
0-12	18	18

Goal III--Basic Skills-Math

Goal Score	State Norm	
	1974	1977
24-30	18	13
21-23	22	18
18-20	23	25
15-17	19	22
0-14	18	22

Goal VI--Health

Goal Score	State Norm	
	1974	1977
25-32	18	18
22-24	25	25
20-21	17	17
16-19	22	22
0-15	18	18

Goal VIII--Vocational Knowledge

Goal Score	State Norm	
	1974	1977
19-30	19	17
16-18	20	20
13-15	22	23
10-12	21	21
0-9	18	19

CRITERION-REFERENCED SCORING MODEL

Included in each school report is normative information which indicates how a school scored in a given goal area relative to other schools in the state. This scoring method is common in testing where people, for instance, are compared to the *average* person–or the norm. IQ scores are an example of such a scoring procedure by which the *average* person is assigned a score of 100 and others receive scores then relative to the average.

Difficulties in Normative Scoring Procedures

Most people know about *grading on the curve*–another example of normative scoring. Perhaps two somewhat extreme examples will serve to show some real or hypothetical weaknesses in normative scoring.

History test		Math test
70%	A	100%
60		90
60	B	90
50		80
50		80
50		80
50	C	80
40		70
40	D	70
30	F	60

Consider the above two sets of numbers as the scores of a class of 10 students on two tests–a history test and a math test. Assume further that the same girl received an A on each test. She earned her A in history by answering only 70 per cent of the questions correctly, while her A in mathematics required her to answer all the questions correctly. Are these A's equal? Normatively, yes. But the normative scores (A in this case) say nothing of her *mastery* of history versus that of mathematics.

A similar situation exists with the various EQA goal instruments. Should one be content with, say, a 90th percentile score? How far from *perfect* is such a score? The following table of statewide scores illustrates how percentile scores, as normative information, cloud some information:

Goal Y	Goal Z	
		perfect score
99%ile		
50%ile	99%ile	
1%ile		
	50%ile	
	1%ile	*zero* score

In Goal Y the range of school scores is not very great, so small changes in a school's raw score would dramatically change its percentile rank.

Secondly, a school at the 1st percentile on Goal Y is not all that far from perfection. On a relative scale, yes, Goal Y is a problem for the 1st percentile school. But, on an absolute basis, one could consider a 1st percentile score on Goal Y less of a problem than a 50th percentile score on Goal Z. In fact, Goal Z's being at the 99th percentile is not all that much to rave about on an absolute basis. In a very crass way, one might consider such a score to be the *best of a bad lot.*

The Move to Criterion-Referenced Scoring

Educators–by their training, constant reinforcement, and possibly the demands or expectations of the public–tend to think normatively. There is nothing wrong with that. But many argue that true improvement in student performance would be enhanced if one were to use some criterion, or better still, some absolute, as one's goal rather than some average score.

In the past few years examples of just such weaknesses in normative-based scores have occurred. At least one major testing firm found test scores on arithmetic computation dropping in recent years; this translates to telling more and more educators each year that more of their students are falling below the median. Such news does not endear one to the educators. Nor does it sell many tests. The remedy? Renorm the test in what amounts to lowering the standard.

Such slippage in norms for achievement tests is just that much more dramatic when one considers norms for phenomena as unstable and ever-changing as attitudes. The 1969 norms developed for grade 11 in Pennsylvania schools proved to be out of date by 1972, although the original plan was to use the norms for five years. Dramatic drops in school scores occurred in three areas: interest in school, citizenship and appreciation of human accomplishments.

A combination of these difficulties inspired a re-evaluation of providing only normative information in the assessment reports. In the spring of 1973, in middle school and junior high school reports, a section based on a modified criterion-referenced approach was added. This approach has been adopted for all grade levels in the attitudinal areas.

The Pennsylvania Model of Criterion-Referenced Scoring for Attitudinal Measures

Consider an item from the Goal I, Self-Esteem instrument:

I'm pretty sure of myself.

3	A	Very true of me	+
2	B	Mostly true of me	+
1	C	Mostly untrue of me	-
0	D	Very untrue of me	-

Normative scoring — Criterion scoring

In the normative scoring method the degree of favorableness of a student's reply results in a score of 3, 2, 1 or 0. For the same item in the criterion-referenced scoring procedure, a dichotomized approach is used; the student's response is considered either favorable (very true of me, mostly true of me) or unfavorable (mostly untrue of me, very untrue of me). A criterion of 51 percent was established for the entire self-esteem instrument of 40 items; that is, if a student answers a majority of the items (21 or more) favorably, that student is said to have a *minimum positive attitude* for Goal I. The number of such students is then tallied for the school and expressed as a per cent of all the students completing the inventory. So, one might discover that 65 per cent of the school's 5th grade students have a minimum positive attitude. The other side of that coin, the negative side, is: 35 per cent of the students don't answer even a majority of the items favorably. One might, accepting the 51 per cent criterion, conclude that 35 per cent of the students could use some help, that their self-esteem is lagging.

The criterion-referenced information is given not only for each attitudinal goal but for its various subscales as well. It is a modified criterion-referenced approach in that a school is given not only the per cent of its students satisfying the criterion, but also the per cent of students statewide answering a majority of the items favorably. This forces one back to a normative type of reference. But it appears necessary, as many recipients of assessment, when told that 65 per cent of their students have a minimum positive attitude in self-esteem, ask: *So what? What does that mean? How does that compare with. . .?* Thus a comparison to the state is included.

How Criterion-Referenced Information is Reported

In the school report the per cent of students statewide with this minimum positive attitude on each attitudinal subscale is graphically represented by a row of S's, the per cent for the local school by a row of L's.

This information should also give more specific diagnosis of strengths or weaknesses within a goal area by analyzing local scores *vis-a-vis* statewide scores.

Furthermore, page 20 of the school report displays the same two rows, state and local, for the total scale--not just the subscales.

Page 21 of the report, under the 51 per cent criterion column, gives the exact numerical values which are graphically displayed on pages 10-20. Two additional criterion levels are also provided if one desires a more stringent (70 per cent) or less rigorous (35 per cent) criterion.

SAMPLE SCHOOL REPORT

The color pages which follow duplicate an authentic school report, and data represent an actual Pennsylvania school. The report contains four items of information about the school:

1. Percentile rank in state for each goal area.

2. A predicted score range for each goal area.

3. Condition variable scores, percentile rank and item breakdowns for selected variables.

4A. For cognitive measures the distribution of student scores.

4B. For attitudinal measures criterion-referenced scoring information.

Items 1 and 2 are found on page 2 of the report. Page 3 graphically represents the information on page 2.

Data for item 3 are found on pages 4 through 7.

Data for item 4A are found on page 8.

Page 9 describes, in general, the procedures used in the criterion-referenced scoring model (item 4B). Blank pages are inserted at appropriate places in grade 5 reports where the measure is cognitive and, hence, no criterion-referenced scoring is employed. The page is left blank to retain parallelism across grade levels so that subsequent page numbers are identical for the goal in question.

SCHOOL REPORT SUPPLEMENT

To make longitudinal comparisons of 1974 data and 1977 data easier, the school report supplement has been provided.

Page 1 of this supplement utilizes all three normative groups discussed on page 2 of the manual and for which the distributions are given on Tables 3-A, 3-B and 3-C.

First, the school's results from 1974 are given including the number of students tested, the raw scores, the percentile ranks of those scores based on 1974 norms (Table 3-B), and the percentile ranks of those scores based on 1974-76 norms (Table 3-A).

Second, the school's results from 1977 are given including the number of students, the raw scores, the percentile ranks of those scores based on 1974 norms (Table 3-B), the percentile rank of those scores based on 1974-76 norms (Table 3-A), and the percentile rank of those scores based on 1977 norms (Table 3-C).

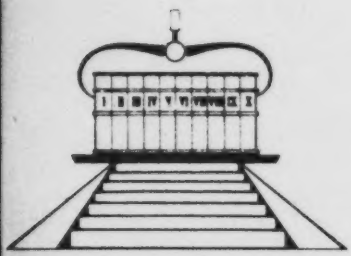
Page 2 of the supplement compares the condition variables in the two years. It utilizes the percentile ranks for the condition variables shown on Tables 6-A, 6-B and 6-C and 7-A, 7-B and 7-C.

For each variable, the number of persons replying in 1974 (0 indicates it was taken from PDE or school records), the 1974 raw score for the school, the percentile rank of the 1974 score based on 1974 sample (Tables 6-B and 7-B), the percentile rank of the 1974 score based on 1974-76 sample (Tables 6-A and 7-A), the number replying in 1977, the 1977 raw score, the percentile rank of the 1977 score based on 1974 sample (Tables 6-B and 7-B), the percentile rank of the 1977 score based on 1974-76 sample (Tables 6-A and 7-A), and the percentile rank of the 1977 score when compared to the 1977 schools (Tables 6-C and 7-C).

Each set of mean scores for a condition variable that differ significantly from each other and warrant further examination are marked with an asterisk (*).

Page 3 of the supplement makes comparisons of the critierion-referenced scoring information for the two years. For each subscale and total scale which was criterion-referenced scored, the per cent of students answering at least one more than half of the items on the subscale – or total scale – in a positive direction is given for the school's 1974 students and the school's 1977 students. These figures can be compared with the per cent of students in the state answering this way in the 1974 sample, the 1974-76 sample, and the 1977 sample – also listed on page 3 of the supplement for each subscale and total scale.

Any time the per cent of students answering one half of the items in a positive direction is significantly different from 1974 to 1977, or vice versa, an asterisk (*) appears next to it. These differences warrant further examination.



Educational Quality Assessment

School Report: A Status Profile

Pennsylvania Department of Education 1977

1. STUDENT OUTPUTS:

A. GENERAL SUMMARY:

Shortened name for the goal

Number of student booklets scored for this goal

Mean raw score of the student booklets scored

Percentile rank in state for this school in each goal area

Mean raw score range predicted for the school

GOAL	AREA	NUMBER STUDENTS	SCHOOL SCORE	SCHOOL %ILE	PREDICTED SCORE RANGE
I	SELF-ESTEEM	101	73.04	19	71.58 - 78.38
II	UNDERSTANDING OTHERS	102	74.01	41	68.75 - 77.82
III-V	BASIC SKILLS: VERBAL	103	16.73	30	16.05 - 18.80
III-M	BASIC SKILLS: MATH	102	17.13	26	16.63 - 19.04
IV	INTEREST IN SCHOOL AND LEARNING	99	50.33	36	46.77 - 53.88
V	SOCIETAL RESPONSIBILITY	101	47.98	47	45.65 - 50.40
VI	HEALTH KNOWLEDGE	102	17.81	16	18.39 - 21.07
VII	CREATIVE ACTIVITIES/RECOGNITION	102	56.65	39	53.27 - 60.34
VIII-A	CAREER ATTITUDE (GR. 11 ONLY)	0	0.0	0	0.0 - 0.0
VIII-K	CAREER AWARENESS	102	13.41	40	12.42 - 14.55
IX	APPRECIATING HUMAN ACCOMPLISHMENTS	102	55.49	72	50.47 - 55.03
X	COPING WITH CHANGE	100	72.45	17	71.76 - 78.18

FOR COMPLETE INFORMATION, SEE MANUAL FOR INTERPRETING SCHOOL REPORTS, 1977; HARRISBURG: PENNSYLVANIA DEPARTMENT OF EDUCATION.

B. PERCENTILE BANDS BY GOALS:

CONFIDENCE INTERVALS

Distances based on z-scores
(see Appendix B)

PERCENTILES

GOAL	AREA	1 2 5	1 0	2 0	3 0	4 0	5 0	6 0	7 0	8 0	9 0	9 5	9 8	9 9
I	SELF-ESTEEM						XXXXAXXXXXXXX							
II	UNDERSTANDING OTHERS						XXXXXXXXXXAXXXXXXXX							
III-V	BASIC SKILLS: VERBAL						XXAXXXXXXXX							
III-M	BASIC SKILLS: MATH						XXAXXXXXXXXXX							
IV	INTEREST IN SCHOOL AND LEARNING						XXXXXXXXAXXXXXXX							
V	SOCIETAL RESPONSIBILITY						XXXXXXXAXXXXXXXXX							
VI	HEALTH KNOWLEDGE					A	XXXXXXXXXXXXX							
VII	CREATIVE ACTIVITIES/RECOGNITION						XXXXXXXXXAXXXXXX							
VIII-A	CAREER ATTITUDE (GR. 11 ONLY)													
VIII-K	CAREER AWARENESS						XXXXXXAXXXXXX							
IX	APPRECIATING HUMAN ACCOMPLISHMENTS						XXXXXXXXXXXXXXXX A							
X	COPING WITH CHANGE						XXAXXXXXXXXXXXXX							

N.B. AN "A" IN THE TABLE DESIGNATES THE LOCATION OF THE OBSERVED, ACTUAL SCHOOL VALUE.

"M" IS USED TO REPRESENT THE MEDIAN (50TH %ILE).

THE XX ... XX BAND IS THE PREDICTION BAND.

47

2. INDEPENDENT (PREDICTOR) VARIABLES:

A. FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS:

These were obtained from administrative records.

VARIABLE NAME	ACRONYM	MEAN	SCHOOL %ILE	NUMBER REPLYING
GRADE ENROLLMENT	GRENROLL	127.00	92	0
PERCENTAGE ATTENDANCE	PCTATTEN	95.40	40	0
INSTRUCTIONAL EXPENSES PER AVERAGE DAILY MEMBERSHIP	INSEXADM	-1.05	11	0
TEACHER LOCALE	TLOCALE	0.43	50	14
TEACHER SATISFACTION WITH RELATIONSHIPS--PARENTS	TSATPAR	1.86	15	14
TEACHER SATISFACTION WITH RELATIONSHIPS--STAFF	TSATFS	2.14	9	14
TEACHER SATISFACTION WITH RELATIONSHIPS--STUDENTS	TSATST	1.79	2	14
ATTITUDE TOWARD CLASSROOM TEACHING	TCLATT	3.21	5	14
TEACHER PERCEPTION OF SCHOOL ADMINISTRATION	PERSAD	11.36	4	14
TEACHER PERCEPTION OF DISTRICT ADMINISTRATION	PERDAD	5.71	22	14
CLASSROOM PRACTICES	CLPRACT	11.21	1	14
TEACHER PERCEPTION OF LEARNING ATMOSPHERE	PERLERAT	7.50	2	14
TEACHER PERCEPTION OF PARENTS	TPERPAR	2.21	2	14
TEACHER PERCEPTION OF ENVIRONMENTAL PRESS	TPEP	21.07	10	14
PER CENT FEMALE TEACHERS	PCTFEM	42.86	1	14
TEACHER EDUCATION	EC	1.21	16	14
CLASS SIZE	CLSIZE	33.29	99	14
TEACHER HOURS OF INSTRUCTION PER WEEK	HRPERWK	23.07	14	14
TEACHER EXPERIENCE	TEXPER	11.93	69	14
NUMBER OF TEACHER PREPARATIONS PER DAY (GR. 11 ONLY)	PREPERDY	0.0	0	0

See Appendix C

These were obtained from teachers.

****

These item replies can be compared to the state averages; see Table 8.

<<< TSATPAR; TSATFS; TSATST >>>

IN YOUR TEACHING SITUATION HOW SATISFIED ARE YOU WITH YOUR RELATIONSHIP WITH:

Very dissatisfied
Somewhat dissatisfied
Somewhat satisfied
Very satisfied

	VD	SD	SS	VS
PARENTS AND PARENT GROUPS	7%	14%	64%	14%
FELLOW STAFF MEMBERS	0%	14%	57%	29%
STUDENTS	0%	29%	64%	7%

****

<<< TCLATT >>>

I ENJOY CLASSROOM TEACHING

ALMOST NEVER TRUE	0%
SELDOM TRUE	0%
SOMETIMES TRUE	14%
USUALLY TRUE	50%
ALMOST ALWAYS TRUE	36%

****

<<< CLPRACT >>>

	NOT USED	EACH MO.	EACH WEEK	EACH DAY
PUPIL PARTICIPATION IN LESSON PLANNING	50%	14%	14%	21%
PUPIL PARTICIPATION IN CLASSROOM TEACHING	21%	29%	0%	50%
HAVING PUPILS WORK IN SMALL LEARNING TEAMS	7%	64%	21%	7%
ROLE PLAYING (ACTING OUT SITUATIONS)	50%	36%	7%	7%
USE OF GAMES TO AID LEARNING	0%	50%	43%	7%
PUPIL EVALUATION OF CLASSROOM CLIMATE	29%	57%	7%	7%
PUPIL PARTICIPATION IN DEVELOPING CLASSROOM RULES	43%	36%	21%	0%
INVOLVING PUPILS IN COMMUNITY PROJECTS	43%	57%	0%	0%
UTILIZING LOCAL CITIZENS AS RESOURCE PERSONNEL	64%	36%	0%	0%
PUPILS AS HELPERS OR TUTORS OF OTHER PUPILS	14%	14%	36%	29%
JOINT LESSON PLANNING WITH ONE OR MORE TEACHERS	57%	29%	7%	0%

<<< PERLERAT >>>

SURVEY OF SCHOOL PROBLEMS: (PER CENT = YES RESPONSES)

THERE IS TOO MUCH TEACHER TURNOVER	0%
THE CLASSES ARE TOO LARGE FOR EFFECTIVE TEACHING	100%
THE DIFFERENT RACES OR ETHNIC GROUPS DON'T GET ALONG TOGETHER	7%
THERE ARE TOO MANY INTERRUPTIONS DURING CLASS PERIODS	50%
TEACHERS HAVE TOO LITTLE FREEDOM IN SUCH MATTERS AS TEXTBOOK SELECTION AND CURRICULUM	50%
THERE IS TOO MUCH COMPETITION FOR GRADES	0%
THERE IS TOO MUCH EMPHASIS ON ATHLETICS	64%
THERE SHOULD BE A BETTER MIXTURE; THE STUDENTS ARE ALL TOO MUCH OF ONE TYPE	21%
TOO MUCH TIME HAS TO BE SPENT ON DISCIPLINE	50%
THE STUDENTS AREN'T REALLY INTERESTED IN LEARNING	64%
THERE IS A LACK OF EFFECTIVE LEADERSHIP FROM THE SCHOOL ADMINISTRATION	71%
THE TEACHERS DON'T SEEM TO BE ABLE TO WORK WELL TOGETHER	7%
WE HAVE POOR INSTRUCTIONAL EQUIPMENT: SUPPLIES, BOOKS, LABORATORY EQUIPMENT, ETC.	64%

<<< TPERPAR >>>
(PER CENT = YES RESPONSES)

THERE ARE TOO MANY ABSENCES AMONG STUDENTS	79%
PUPILS ARE NOT WELL FED AND/OR WELL CLOTHED	29%
PARENTS ATTEMPT TO INTERFERE WITH THE SCHOOL	57%
THE PARENTS PUT TOO MUCH PRESSURE ON THE STUDENTS FOR GOOD GRADES	36%
THE PARENTS DON'T TAKE ENOUGH INTEREST IN THEIR CHILDREN'S SCHOOLWORK	79%

<<< EQA, SPRING, 1977: NAME = GR. 5, ID = DATE RUN = 07/25/77 >>>

B,
HOH STUDENTS:

VARIABLE NAME	ACRONYM	MEAN	SCHOOL %ILE	NUMBER REPLYING
FATHER'S OCCUPATION	FOCC	27.88	43	100
OCCUPATIONAL DESIRE (GR. 11 ONLY)	OCDESIRE	0.0	0	0
OCCUPATIONAL EXPECTATION (GR. 11 ONLY)	OCEXPECT	0.0	0	0
PER CENT GIRLS	PCTGIRLS	51.92	62	104
MOTHER'S EDUCATION	MEDUC	2.81	31	101
TYPE OF COMMUNITY	RESIDE	1.09	48	104
PER CENT WHITE STUDENTS	PCTWHITE	100.00	99	103
ACCESSIBILITY OF LIBRARY	LIBRARY	2.76	49	104
ACCESSIBILITY OF COUNSELOR (GR. 8 & 11 ONLY)	COUNSEL	0.0	0	0
STABILITY OF STUDENT RESIDENCE	STABLE	3.76	75	104
PARENTAL ATTITUDE TOWARD SCHOOL	PARATT	4.09	21	103
HORES--BOYS (GR. 8 & 11 ONLY)	HORESB	0.0	0	0
HORES--GIRLS (GR. 8 & 11 ONLY)	HORESG	0.0	0	0
PERSONAL VALUES (GR. 8 & 11 ONLY)	VALUES	0.0	0	0
HOME CLIMATE	HOMECLIM	15.43	19	99

****

<<< RESIDE >>>

IN WHAT TYPE OF COMMUNITY ARE YOU NOW LIVING?

IN THE OPEN COUNTRY OR IN A FARMING COMMUNITY	2%
IN A SMALL TOWN (LESS THAN 10,000 PEOPLE) THAT IS NOT A SUBURB	95%
INSIDE A MEDIUM SIZE CITY (10,000 TO 100,000 PEOPLE)	1%
INSIDE A LARGE CITY (100,000 TO 500,000 PEOPLE)	0%
IN PHILADELPHIA OR PITTSBURGH	1%
IN A SUBURB OF A MEDIUM SIZE CITY	1%
IN A SUBURB OF A LARGE CITY	0%
IN A SUBURB OF PHILADELPHIA OR PITTSBURGH	0%

****

<<< PCTWHITE >>>

WHICH OF THE FOLLOWING BEST DESCRIBES YOU?

BLACK	0%
WHITE	100%
AMERICAN INDIAN	0%
ORIENTAL	0%
PUERTO RICAN	0%
OTHER	0%

****

****

<<< LIBRARY >>>

HOW OFTEN ARE YOU ABLE TO USE THE SCHOOL LIBRARY?

AS OFTEN AS I NEED TO	31%
FREQUENTLY, BUT NOT AS OFTEN AS I WOULD LIKE TO	24%
ONLY TWO OR THREE DAYS A WEEK	36%
ONLY WHEN MY CLASS IS SCHEDULED FOR LIBRARY WORK	10%
THERE IS NO LIBRARY IN THIS SCHOOL	0%

****

<<< COUNSEL >>>

HOW OFTEN ARE YOU ABLE TO TALK WITH YOUR GUIDANCE COUNSELOR ABOUT A CONCERN?

WHENEVER I NEED TO	0%
OFTEN, BUT NOT AS FREQUENTLY AS I WOULD LIKE TO	0%
ONLY WHEN MAKING OUT A CLASS SCHEDULE	0%
ONLY DURING A GROUP GUIDANCE SESSION	0%
THIS SCHOOL DOES NOT HAVE A GUIDANCE COUNSELOR	0%

Not collected at grade 5

****

<<< STABLE >>>

HOW MANY DIFFERENT SCHOOL BUILDINGS HAVE YOU ATTENDED WITHIN THE PAST THREE YEARS BECAUSE YOUR FAMILY CHANGED RESIDENCE?

MY FAMILY HAS NOT MOVED WITHIN THE PAST THREE YEARS	78%
2 SCHOOL BUILDINGS	20%
3 SCHOOL BUILDINGS	2%
4 SCHOOL BUILDINGS	0%
5 OR MORE SCHOOL BUILDINGS	0%

****

<<< MORESB-MORESG-VALUES >>>

MORESB/ AMONG THE QUALITIES LISTED BELOW, WHAT IS THE SINGLE BEST WAY FOR A BOY
MORESG: /GIRL TO GET TO BE IMPORTANT AND LOOKED UP TO BY OTHER STUDENTS IN THIS SCHOOL?
VALUES: AMONG THE QUALITIES LISTED BELOW, WHAT DO YOU FEEL IS MOST IMPORTANT TO YOU PERSONALLY, REGARDLESS OF WHAT OTHERS MAY CHOOSE?

	MORESB	MORESG	VALUES
BEING BRIGHT AND WELL INFORMED	0%	0%	0%
DOING WELL IN SCHOOL	0%	0%	0%
BEING A LEADER IN SCHOOL ACTIVITIES	0%	0%	0%
BEING FUN TO BE WITH	0%	0%	0%
BEING AN ATHLETIC STAR OR CHEERLEADER	0%	0%	0%
BEING GOOD-LOOKING OR ATTRACTIVE	0%	0%	0%
COMING FROM THE RIGHT FAMILY	0%	0%	0%

Not collected at grade 5

****

3. STUDENT DISTRIBUTIONS FOR COGNITIVE MEASURES:

****** GOAL III - BASIC SKILLS: VERBAL ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
24-30	18%	11%
20-23	22%	23%
17-19	19%	20%
13-16	23%	22%
0-12	18%	23%

****** GOAL III - BASIC SKILLS: MATH ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
24-30	13%	6%
21-23	18%	17%
18-20	25%	27%
15-17	22%	26%
0-14	22%	24%

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****** GOAL VI - HEALTH ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
25-32	18%	7%
22-24	25%	22%
20-21	17%	15%
16-19	22%	22%
0-15	18%	35%

72

****** GOAL VIII - VOCATIONAL KNOWLEDGE ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
19-30	17%	16%
16-18	20%	18%
13-15	23%	19%
10-12	21%	28%
0- 9	19%	20%

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GOAL PROFILES BASED ON CRITERION - REFERENCED SCORING MODEL

THIS SECTION IS DESIGNED TO OUTLINE THE CONTENT OF THE SCALES USED IN THE ASSESSMENT BATTERY AND TO SPECIFY WITHIN EACH SCALE THE STUDENT PERFORMANCE LEVELS. EACH SCALE'S GENERAL AND SPECIFIC CONTENT IS DISCUSSED. THE FOLLOWING INFORMATION IS PROVIDED FOR ALL SCALES MEASURING STUDENT ATTITUDES:

GENERAL SCALE DESCRIPTION:
A BRIEF DESCRIPTION OF THE GENERAL CONTENT MEASURED BY THE SCALE TOGETHER WITH THE RESPONSE OPTIONS AVAILABLE TO THE STUDENT. SAMPLES OF POSITIVELY AND NEGATIVELY WORDED STATEMENTS ARE GIVEN.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
RESPONSE OPTIONS TO ITEMS ARE PREJUDGED TO REFLECT A FAVORABLE OR UNFAVORABLE ATTITUDE. THIS PARAGRAPH IDENTIFIES THOSE RESPONSES CONSIDERED TO BE FAVORABLE AND THOSE JUDGED UNFAVORABLE.

SUBSCALE DESCRIPTION:
THE SCALES USED TO MEASURE THE GOAL AREAS ARE SEPARATED INTO SUBSCALES, EACH REPRESENTING SPECIFIC CONTENT AREAS. THE DESCRIPTIONS OF THE SUBSCALES ARE GIVEN TO THE LEFT OF THE PROFILE CHART AND IDENTIFY THE PARTICULAR DIMENSION BEING MEASURED. A SAMPLE ITEM IS GIVEN FOR EACH SUBSCALE.

PROFILE:
A CRITERION-REFERENCED SCORING MODEL IS USED TO GENERATE THE INFORMATION FOUND ON THE PROFILE. THIS MODEL DICHOTOMIZES STUDENT RESPONSES INTO THOSE WHICH ARE CONSIDERED FAVORABLE AND THOSE WHICH ARE CONSIDERED UNFAVORABLE. THE NUMBER OF FAVORABLE RESPONSES IS THEN COMPARED TO A STANDARD. THE PERFORMANCE STANDARD REQUIRES THAT THE STUDENT ANSWER IN A FAVORABLE WAY MORE THAN ONE HALF THE ITEMS COMPRISING THE SUBSCALE. THE PER CENT OF STUDENTS WHO HAVE MET OR EXCEEDED THIS STANDARD IS SHOWN BY A SERIES OF L'S ON THE PROFILE CHART. THE PER CENT OF STUDENTS STATE-WIDE WHO HAVE ANSWERED MORE THAN ONE HALF OF THE ITEMS IN A FAVORABLE WAY IS REPRESENTED BY A SERIES OF S'S. THE PER CENT OF STATE VS. LOCAL STUDENTS MEETING THE STANDARD ON THE TOTAL SCALE IS ALSO PRESENTED.

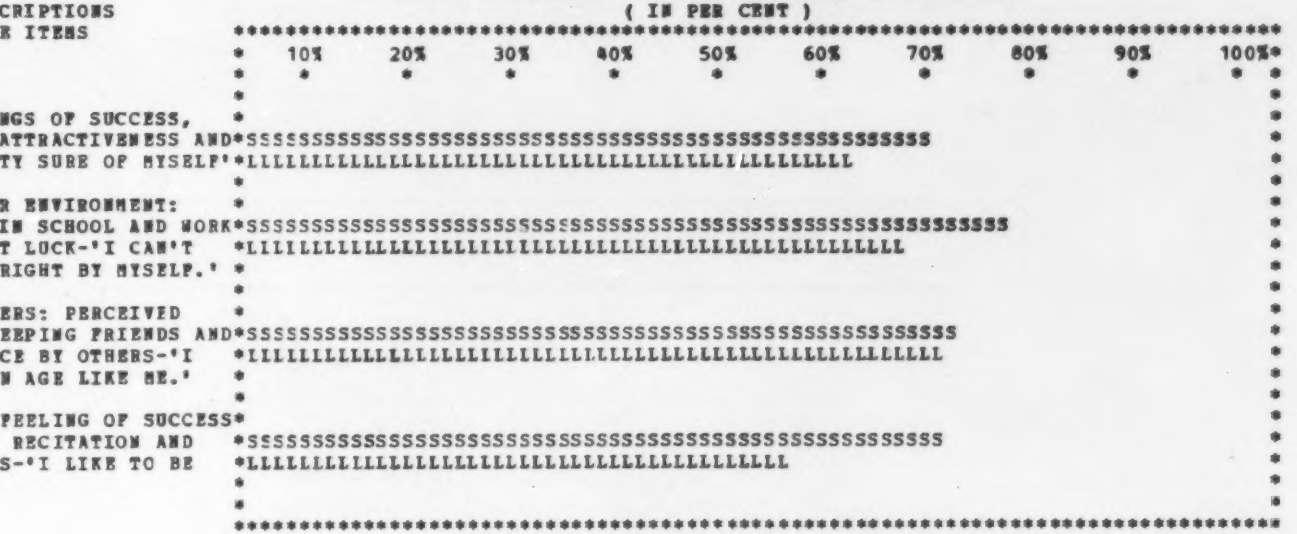
GOAL I - SELF-ESTEEM

GENERAL SCALE DESCRIPTION:
ITEMS ARE SELF-DESCRIPTION STATEMENTS. SIXTEEN ARE POSITIVELY WORDED (I'M EASY TO GET ALONG WITH) AND 24 ARE NEGATIVELY WORDED (THINGS ARE ALL MIXED UP IN MY LIFE). RESPONSE OPTIONS OPEN TO THE STUDENT ARE (1) VERY TRUE OF ME, (2) MOSTLY TRUE OF ME, (3) MOSTLY UNTRUE OF ME, (4) VERY UNTRUE OF ME.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE RESPONSES TO POSITIVELY WORDED ITEMS. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE RESPONSES TO NEGATIVELY WORDED ITEMS.

SELF-ESTEEM PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)


SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
SELF-CONFIDENCE: FEELINGS OF SUCCESS, SELF-DETERMINATION, ATTRACTIVENESS AND SELF-WORTH-'I'M PRETTY SURE OF MYSELF'
FEELING OF CONTROL OVER ENVIRONMENT: BELIEF THAT SUCCESS IN SCHOOL AND WORK DEPEND ON EFFORT, NOT LUCK-'I CAN'T SEEM TO DO ANYTHING RIGHT BY MYSELF.'
RELATIONSHIPS WITH OTHERS: PERCEIVED EASE IN MAKING AND KEEPING FRIENDS AND FEELINGS OF ACCEPTANCE BY OTHERS-'I FEEL THAT KIDS MY OWN AGE LIKE ME.'
SELF-IMAGE IN SCHOOL: FEELING OF SUCCESS IN SCHOOLWORK, CLASS RECITATION AND TEACHER RELATIONSHIPS-'I LIKE TO BE CALLED ON IN CLASS.'

GOAL II - UNDERSTANDING OTHERS

GENERAL SCALE DESCRIPTION:

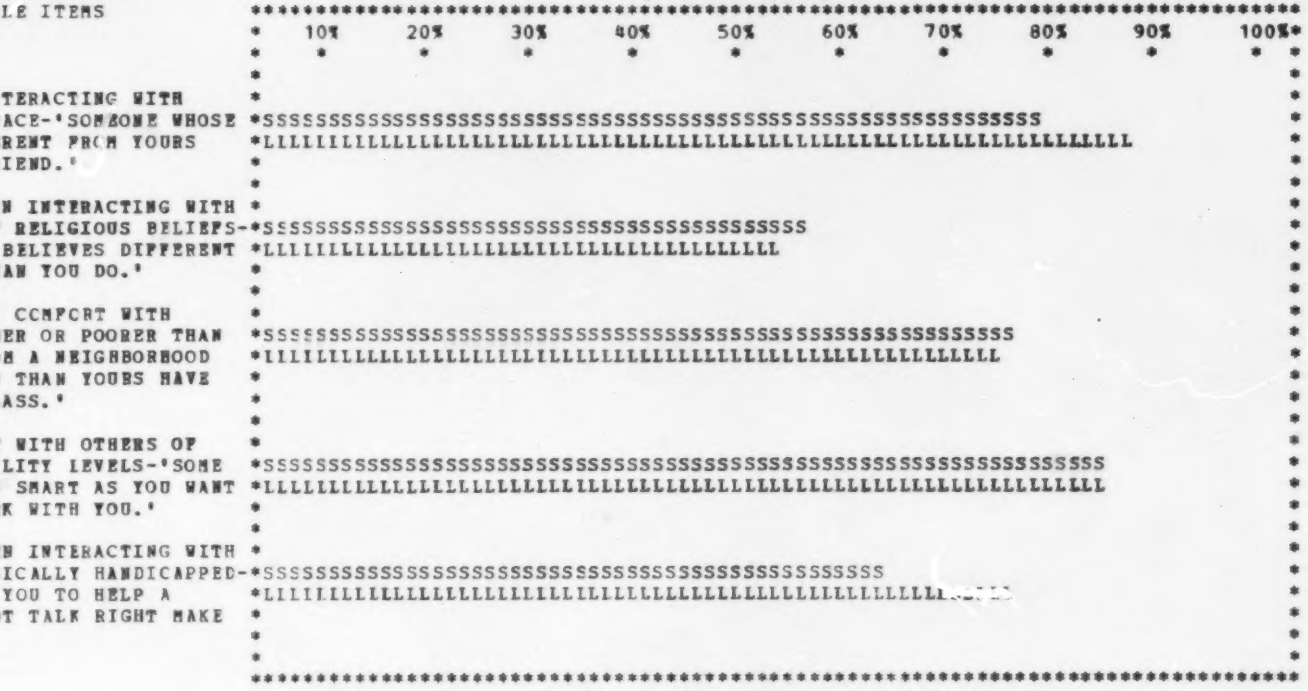
ITEMS DESCRIBE SITUATIONS WHERE DIFFERING OTHERS INTERACT WITH THE INDIVIDUAL. DIFFERENCES ARE IN TERMS OF RACIAL, RELIGIOUS AND SOCIAL BACKGROUNDS OR PHYSICAL AND MENTAL ATTRIBUTES. ALL 40 ITEMS SUGGEST AN APPROACH TOWARD THE STUDENT (E.G., SOME KIDS WHO HAVE A DIFFERENT SKIN COLOR FROM YOURS WANT YOU TO PLAY A GAME WITH THEM). RESPONSE CHOICES ARE (1) I WOULD LIKE IT A LOT, (2) I WOULD LIKE IT, (3) I WOULD NOT LIKE IT AND (4) I WOULD HATE IT.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE TO ALL ITEMS.

UNDERSTANDING OTHERS PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)


SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
RACE: COMFORT WHEN INTERACTING WITH OTHERS OF ANOTHER RACE-'SOMEONE WHOSE SKIN COLOR IS DIFFERENT FROM YOURS WANTS TO BE YOUR FRIEND.'
RELIGION: COMFORT WHEN INTERACTING WITH OTHERS OF DIFFERENT RELIGIOUS BELIEFS-'A FRIEND OF YOURS BELIEVES DIFFERENT THINGS ABOUT GOD THAN YOU DO.'
SOCIOECONOMIC STATUS: COMFORT WITH OTHERS WHO ARE RICHER OR POORER THAN SELF-'SOME KIDS FROM A NEIGHBORHOOD THAT IS MUCH POORER THAN YOURS HAVE BEEN PUT IN YOUR CLASS.'
INTELLIGENCE: COMFORT WITH OTHERS OF HIGHER OR LOWER ABILITY LEVELS-'SOME KIDS WHO ARE NOT AS SMART AS YOU WANT TO DO THEIR HOMEWORK WITH YOU.'
HANDICAP: COMFORT WHEN INTERACTING WITH OTHERS WHO ARE PHYSICALLY HANDICAPPED-'YOUR TEACHER ASKS YOU TO HELP A CLASSMATE WHO CANNOT TALK RIGHT MAKE A PICTURE.'

GOAL IV - INTEREST IN SCHOOL AND LEARNING

GENERAL SCALE DESCRIPTION:
THERE ARE 28 QUESTIONS ABOUT THE SCHOOL, TEACHERS, SUBJECTS, AND THE LEARNING EXPERIENCE. TWENTY-SEVEN ITEMS ARE POSITIVELY WORDED (E.G., HOW DO YOU FEEL WHEN YOU LEARN ARITHMETIC IN SCHOOL?). ONLY ONE ITEM (HOW DO YOU FEEL ON DAYS WHEN YOU CAN'T GO TO SCHOOL?) IS NEGATIVELY WORDED. THE RESPONSE OPTIONS OPEN TO THE STUDENT ARE (1) VERY HAPPY, (2) A LITTLE HAPPY, (3) A LITTLE UNHAPPY AND (4) VERY UNHAPPY.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
RESPONSE OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE RESPONSES TO POSITIVELY WORDED ITEMS. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE TO THE NEGATIVELY WORDED ITEM.

INTEREST IN SCHOOL AND LEARNING PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
ATTITUDE TOWARD LEARNING: FEELINGS ABOUT LEARNING IN STRUCTURED SCHOOL SETTINGS (COURSEWORK) AND LEARNING IN GENERAL- 'HOW DO YOU FEEL WHEN YOU LEARN ARITHMETIC IN SCHOOL?'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
SCHOOL CLIMATE: FEELINGS ABOUT THE SCHOOL'S ENVIRONMENT, TEACHERS AND THE PRINCIPAL-'HOW DO YOU FEEL WHEN YOU THINK ABOUT HOW FAIRLY THE CHILDREN ARE TREATED IN YOUR SCHOOL?'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L

GOAL V - SOCIETAL RESPONSIBILITY

GENERAL SCALE DESCRIPTION:

THIRTY ITEMS ASK STUDENTS TO PREDICT WHETHER THEY WILL TAKE GOOD OR POOR CITIZENSHIP ACTIONS IN MANY EVERYDAY SITUATIONS. TWELVE ITEMS TAP WILLINGNESS TO DISPLAY NEGATIVE CITIZENSHIP BEHAVIORS (E.G., IF I SCRATCHED A NEIGHBOR'S CAR WITH A BICYCLE, I WOULD KEEP QUIET ABOUT IT). EIGHTEEN ITEMS MEASURE WILLINGNESS TO DISPLAY POSITIVE CITIZENSHIP BEHAVIORS (E.G., I WOULD HELP WITH A CLASS PROJECT EVEN IF I DID NOT LIKE IT). RESPONSE OPTIONS ARE (1) YES, (2) MAYBE AND (3) NO.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTION (1) IS CONSIDERED FAVORABLE WHEN THE SUGGESTED ACTION REFLECTS GOOD CITIZENSHIP. OPTION (3) IS FAVORABLE WHEN THE SUGGESTED ACTION REFLECTS POOR CITIZENSHIP.

SOCIETAL RESPONSIBILITY PROFILE

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES (IN PER CENT)
	10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
WELFARE & DIGNITY OF OTHERS: CONCERN FOR FEELINGS OF OTHERS, WILLINGNESS TO ACCEPT NEW PEOPLE INTO THE GROUP AND GO TO THE AID OF OTHERS IN DISTRESS- 'IF SOMEONE IN MY CLASS WOULD WEAR ODD CLOTHES, I WOULD TEASE HIM ABOUT IT.'	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
RESPECT FOR LAW & AUTHORITY: WILLINGNESS TO REPORT LAW-BREAKING, TO REFRAIN FROM DESTRUCTIVE ACTIONS AND TO OBEY AUTHORITIES DURING EMERGENCIES-'IF I THOUGHT I WOULD NOT GET CAUGHT, I WOULD TAKE SOMETHING FROM A STORE WITHOUT PAYING FOR IT.'	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
RESPONSIBILITY & INTEGRITY: WILLINGNESS TO REPORT OWN MISTAKES AND HONOR SELF-MADE COMMITMENTS TO GROUPS AND INDIVIDUALS-'IF I WERE FOOLING AROUND WITH THE SCHOOL'S RECORD PLAYER AND BROKE IT, I WOULD TELL THE TEACHER.'	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL

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For grade 5 the Goal VI instrument is a cognitive health test and therefore no criterion-referenced information is provided. Instead distributions of student scores are included on page 8 of the school report. This page is left blank to assure on subsequent pages uniformity in page numbers across grade levels.

GOAL VII-A - CREATIVE ATTITUDE

GENERAL SCALE DESCRIPTION:

LISTED ARE 36 ACTIVITIES WHICH REQUIRE ORIGINALITY IN THE AREAS OF VISUAL ARTS, PERFORMING ARTS, SCIENCE, AND WRITING. SAMPLE ACTIVITIES: (DONE A SCIENCE EXPERIMENT USING CHEMICALS, MACHINES OR ELECTRICITY; WRITTEN A POEM; MADE PRETTY ITEMS FROM GLASS OR PLASTIC). RESPONSE OPTIONS GIVE FOUR WAYS TO SHOW DEGREE OF INVOLVEMENT IN EACH ACTIVITY. OPTIONS ARE (1) NO, AND HAVE NOT WANTED TO DO IT, (2) NO, BUT HAVE REALLY WANTED TO DO IT, (3) YES, BUT I DID A POOR JOB AT IT AND (4) YES, AND MANY PEOPLE HAVE TOLD ME I DID A VERY GOOD JOB.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

OPTIONS (2), (3) AND (4) SHOW A WILLINGNESS TO BECOME INVOLVED IN THESE CREATIVE ENDEAVORS AND ARE CONSIDERED FAVORABLE. RESPONSE CHOICE (1) SHOWS A REJECTION OF PERSONAL INVOLVEMENT AND IS CONSIDERED TO BE UNFAVORABLE.

CREATIVE ATTITUDE PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
VISUAL ARTS: WILLINGNESS TO USE OWN IDEAS AND DESIGN IN PAINTING, CRAFTS, PHOTOGRAPHY AND SCULPTURE-'DONE PAINTING (OTHER THAN FINGER PAINTS).'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
PERFORMING ARTS: WILLINGNESS TO PERFORM IN MUSIC, ACTING, SPORT OR MODELING-'DONE A MAGIC OR ANIMAL ACT.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
SCIENCE: WILLINGNESS TO DO EXPERIMENTS IN SOCIAL & PHYSICAL SCIENCES AND TO DESIGN OR WORK WITH MECHANICAL OR ELECTRONIC GADGETRY-'DONE A SCIENCE EXPERIMENT USING LIVING THINGS.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
WRITING: WILLINGNESS TO PRODUCE ORIGINAL WRITTEN PRODUCTS SUCH AS POEMS, JOKES, SKITS, ESSAYS AND MUSIC-'WRITTEN WORDS FOR A SONG (WITHOUT BEING TOLD BY THE TEACHER).'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L

GOAL VII-P - CREATIVE ACTIVITIES/RECOGNITION

GENERAL SCALE DESCRIPTION:
TO GENERATE 'CREATIVE OUTPUT' SCORES A DIFFERENT SCORING SCHEME IS USED ON THE CREATIVITY SCALE DISCUSSED ON THE PREVIOUS PAGE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
OPTIONS (3) AND (4) INDICATE THAT THE STUDENT HAS ACTIVELY PARTICIPATED IN THE CREATIVE ENDEAVORS AND ARE CONSIDERED FAVORABLE. OPTIONS (1) AND (2) SHOW A LACK OF PERSONAL INVOLVEMENT AND ARE CONSIDERED TO BE UNFAVORABLE.

CREATIVE ACTIVITIES/RECOGNITION PROFILE

SUBSCALE DESCRIPTIONS	PER CENT STUDENTS REPORTING ACTIVE PARTICIPATION 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
VISUAL ARTS: USING OWN IDEAS AND DESIGN WHEN ACTIVELY PARTICIPATING IN CRAFTS, PHOTOGRAPHY AND SCULPTURE.	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
PERFORMING ARTS: PERFORMING (FOR AUDIENCE) SELF-DEVELOPED ROUTINE IN MUSIC, ACTING, SPORT OR MODELING.	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
SCIENCE: DOING EXPERIMENTS IN SOCIAL OR PHYSICAL SCIENCES AND DESIGNING MECHANICAL OR ELECTRONIC GADGETRY.	SSSSSSSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLLLLL
WRITING: PRODUCING ORIGINAL WRITTEN PRODUCTS SUCH AS POEMS, JOKES, SKITS, ESSAYS AND MUSIC	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLL

For grade 5 the Goal VIII instrument is a cognitive (vocational knowledge) test and therefore no criterion-referenced information is provided. Instead distributions of student scores are included on page 8 of the school report. This page is left blank to assure on subsequent pages uniformity in page numbers across grade levels.

GOAL IX - APPRECIATING HUMAN ACCOMPLISHMENTS

GENERAL SCALE DESCRIPTION:
ITEMS MEASURE HOW MUCH VALUE STUDENTS PLACE ON HUMAN ACHIEVEMENT IN THE ARTS AND SCIENCES AND THE DEGREE TO WHICH THEY ARE WILLING TO RECEIVE STIMULI THAT THESE ENDEAVORS PROVIDE. THIRTY-EIGHT ITEMS INCLUDE LITERATURE, ART, ATHLETICS, GOVERNMENT, SCIENCE, MUSIC, ECOLOGY AND DRAMA. SAMPLE VALUING ITEM: PEOPLE WHO PAINT PICTURES OFFER VERY LITTLE TO OUR WORLD. SAMPLE RECEIVING ITEM: I WOULD LIKE TO GO WITH A WATERWAY PATROLMAN TO SEE HOW HE KEEPS OUR STREAMS CLEAN. RESPONSE OPTIONS ARE (1) AGREE, (2) UNCERTAIN AND (3) DISAGREE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
RESPONSE OPTION (1) IS CONSIDERED FAVORABLE TO ALL RECEIVING ITEMS AND TO THOSE VALUING ITEMS WHICH DESCRIBE ACTIVITIES IN ARTS, SCIENCES, ETC. IN A POSITIVE LIGHT. OPTION (3) IS FAVORABLE IN RESPONSE TO NEGATIVELY STATED VALUING ITEMS.

APPRECIATING HUMAN ACCOMPLISHMENTS PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
VALUING: ATTACHING IMPORTANCE TO ACHIEVEMENTS IN THE ARTS AND SCIENCES AND VALUING ROLE PLAYED BY PEOPLE IN THESE AREAS-'STORY WRITERS GIVE A GREAT DEAL TO OUR WORLD.'
RECEIVING: WILLINGNESS TO LEARN MORE ABOUT ACHIEVEMENTS IN THE ARTS AND SCIENCES, AND TO SEEK OUT EXPERIENCES WHICH PROVIDE FIRST-HAND INFORMATION ON WHAT PEOPLE IN THESE AREAS ARE DOING-'I WOULD ENJOY WATCHING A TV PROGRAM ABOUT SCIENCE.'

GOAL X - COPING WITH CHANGE

GENERAL SCALE DESCRIPTION:

ITEMS MEASURE EMOTIONAL AND BEHAVIORAL REACTIONS TO CHANGE. THE SCALE'S FORMAT CONTAINS EIGHT STORIES DESCRIBING UNPLEASANT CHANGE SITUATIONS IN WHICH STUDENTS' EXPECTATIONS OR NEEDS ARE NOT MET. FIVE REACTIONS PRE-DEFINED AS INDICATING POSITIVE OR NEGATIVE ADAPTATION TO CHANGE ARE GIVEN FOLLOWING EACH STORY. SAMPLE STORY: 'SOMEONE IN MY CLASS CARVED A WORD IN MY DESK. THE TEACHER SAW IT AND MADE ME STAY AFTER CLASS. I SAID I DIDN'T DO IT, BUT THE TEACHER WOULDN'T BELIEVE ME.' SAMPLE ITEM: 'IF THIS HAPPENED TO YOU, HOW MUCH TIME WOULD YOU SPEND TRYING TO UNDERSTAND THE TEACHER'S POINT OF VIEW?' RESPONSE OPTIONS ARE (1) A LOT OF TIME, (2) SOME TIME, (3) VERY LITTLE TIME AND (4) NO TIME.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE TO ITEMS SHOWING POSITIVE ADJUSTMENT TO CHANGE. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE TO ITEMS REFLECTING NEGATIVE ADAPTATION TO CHANGE.

COPING WITH CHANGE PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
USING EFFECTIVE SOLUTIONS: TENDENCY TO TRY SOLUTIONS REFLECTING POSITIVE ADJUSTMENT TO CHANGE-'IF MY FRIEND'S FAMILY DECIDED TO MOVE, I'D PLAN A GOING AWAY PARTY FOR MY FRIEND.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
REFRAINING FROM INEFFECTIVE SOLUTIONS: TENDENCY TO AVOID USE OF AGGRESSIVE OR WITHDRAWING REACTIONS IN FACE OF CHANGE-'IF MY BROTHER BROKE HIS LEG, I'D HELP OUT UNTIL HE WAS BETTER.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
EMOTIONAL ADJUSTMENT: PERCEPTION OF LENGTH OF TIME NEEDED TO EMOTIONALLY ADJUST TO CHANGE-'IF THIS HAPPENED TO YOU, HOW MUCH TIME WOULD YOU SPEND BEING UPSET?'	S	S								
	L	L								

TOTAL SCALES FOR ATTITUDE

	GOAL NAME	PER CENT OF STUDENTS SHOWING POSITIVE ATTITUDE (IN PER CENT)
		10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
I	SELF-ESTEEM	SSSS

SUMMARY OF CRITERION-REFERENCED INFORMATION

PER CENT OF STUDENTS SHOWING POSITIVE ATTITUDES ON EACH SUBSCALE AT THREE CRITERION LEVELS (35,51, AND 70)

GOAL	SUBTEST NAME	CRITERION LEVELS					
		35%		51%		70%	
		STATE	LOCAL	STATE	LOCAL	STATE	LOCAL
I	SELF-CONFIDENCE	90%	85%	70%	63%	58%	44%
	FEELING OF CONTROL OVER ENVIRONMENT	95%	97%	78%	68%	66%	58%
	RELATIONSHIPS WITH OTHERS	91%	90%	73%	71%	61%	53%
	SELF-IMAGE IN SCHOOL	91%	88%	71%	56%	58%	46%
	TOTAL SCALE	98%	98%	81%	75%	54%	46%
II	RACE	92%	97%	79%	88%	68%	68%
	RELIGION	83%	85%	56%	54%	41%	46%
	SOCIOECONOMIC STATUS	96%	95%	76%	75%	59%	61%
	INTELLIGENCE	98%	100%	85%	85%	74%	76%
	HANDICAP	87%	90%	64%	76%	49%	54%
	TOTAL SCALE	97%	98%	83%	86%	55%	58%
IV	ATTITUDE TOWARD LEARNING	95%	91%	80%	84%	50%	55%
	SCHOOL CLIMATE	89%	84%	68%	64%	53%	47%
	TOTAL SCALE	96%	95%	79%	81%	47%	50%
V	WELFARE AND DIGNITY OF OTHERS	84%	88%	58%	58%	44%	44%
	RESPECT FOR LAW AND AUTHORITY	94%	89%	83%	79%	75%	74%
	RESPONSIBILITY AND INTEGRITY	88%	86%	72%	75%	61%	72%
	TOTAL SCALE	93%	88%	79%	77%	56%	70%
VII-A	VISUAL ARTS	97%	93%	94%	88%	75%	63%
	PERFORMING ARTS	90%	86%	81%	80%	52%	51%
	SCIENCE	90%	93%	81%	88%	54%	59%
	WRITING	88%	86%	77%	71%	45%	44%
	TOTAL SCALE (ATTITUDE)	98%	95%	89%	86%	58%	56%
IX	VALUING	94%	93%	78%	81%	43%	44%
	RECEIVING	77%	85%	50%	61%	19%	31%
	TOTAL SCALE	91%	95%	64%	73%	27%	37%
X	USING EFFECTIVE SOLUTIONS	95%	96%	87%	89%	60%	54%
	REFRAINING FROM INEFFECTIVE SOLUTIONS	95%	93%	84%	74%	64%	46%
	EMOTIONAL ADJUSTMENT	53%	47%	25%	19%	16%	14%
	TOTAL SCALE	99%	95%	82%	72%	44%	35%

SUPPLEMENT

<<< SUPPLEMENT TO 1977 SCHOOL REPORT: NAME = GR. 5 ID = >>> PAGE- 1

STUDENT OUTPUTS:

SCHOOL'S SCORES IN 1974

SCHOOL'S SCORES IN 1977

GOAL	AREA	1974 NUMBER STUDENTS	1974 MEAN	SPRING 1974 TESTING PERCENTILES BASED ON: 1974 NORMS	SPRING 1974 TESTING PERCENTILES BASED ON: TOTAL STATE 74-76 NORMS	1977 NUMBER STUDENTS	1977 MEAN	SPRING 1977 TESTING PERCENTILES BASED ON: 1974 NORMS	SPRING 1977 TESTING PERCENTILES BASED ON: TOTAL STATE 74-76 NORMS	SPRING 1977 TESTING PERCENTILES BASED ON: 1977 NORMS
I	SELF-ESTEEM	118	80.56*	80	84	101	73.04*	20	24	19
II	UNDERSTANDING OTHERS	115	78.98*	64	77	102	74.01*	19	36	41
III-V	BASIC SKILLS: VERBAL	120	17.67	43	43	103	16.73	27	27	30
III-M	BASIC SKILLS: MATH	120	18.25	29	36	102	17.13	13	17	26
IV	INTEREST IN SCHOOL AND LEARNING	119	55.82*	72	81	99	50.33*	22	31	36
V	SOCIETAL RESPONSIBILITY	118	48.65	54	62	101	47.98	44	53	47
VI	HEALTH KNOWLEDGE	120	19.27*	34	32	102	17.81*	13	14	16
VII	CREATIVE ACTIVITIES/RECOGNITION	115	58.37	58	52	102	56.65	41	34	39
VIII-A	CAREER ATTITUDE (GR. 11 ONLY)	0	0.00	0	0	0	0.00	0	0	0
VIII-K	CAREER AWARENESS	115	14.94*	74	74	102	13.41*	36	34	40
IX	APPRECIATING HUMAN ACCOMPLISHMENTS	120	57.27	86	88	102	55.49	65	68	72
X	COPING WITH CHANGE	117	77.75*	56	60	100	72.45*	15	18	17

*INDICATES THAT THE DIFFERENCE BETWEEN THE 1974 AND 1977 MEAN SCORE IS NOT ONLY STATISTICALLY SIGNIFICANT BUT ALSO LARGE ENOUGH TO WARRANT FURTHER EXAMINATION.

BASED ON TABLE 3-B

BASED ON TABLE 3-A

BASED ON TABLE 3-B

BASED ON TABLE 3-A

BASED ON TABLE 3-C

INDEPENT(PREDICTOR) VARIABLE:

FROM ADMINISTRATOR, DEPARTMENT RECORDS AND TEACHERS:

BASED ON TABLES 6-A & 7-A

BASED ON TABLES 6-B & 7-B

BASED ON TABLES 6-C & 7-C

SEE APPENDIX C

VARIABLE NAME	ACRONYM	SPRING 1974 TESTING PERCENTILES BASED ON: 1974 NUMBER REPLYING	1974 MEAN	1974 NORMS	TOTAL STATE 74-76 NORMS	SPRING 1977 TESTING PERCENTILES BASED ON: 1977 NUMBER REPLYING	1977 MEAN	1974 NORMS	TOTAL STATE 74-76 NORMS	1977 NORMS
GRADE ENROLLMENT	GRENROLL	0	137.00	91	92	0	127.00	89	91	92
PERCENTAGE ATTENDANCE	PCTATTEN	0	94.20	8	15	0	95.40	20	37	40
INSTRUCTIONAL EXPENSES PER AVERAGE DAILY MEMBERSHIP	INSEXADM	0	-1.89	1	2	0	-1.05	14	13	11
TEACHER LOCALE	TLOCALE	20	0.25	27	25	14	0.43	47	48	50
TEACHER SATISFACTION WITH RELATIONSHIPS--PARENTS	TSATPAR	21	1.55	21	18	14	1.86	14	13	15
TEACHER SATISFACTION WITH RELATIONSHIPS--STAFF	TSATPS	21	2.38	28	28	14	2.14	10	10	9
TEACHER SATISFACTION WITH RELATIONSHIPS--STUDENTS	TSATST	21	2.00	5	5	14	1.79	1	2	2
ATTITUDE TOWARD CLASSROOM TEACHING	TCLATT	21	3.24	6	7	14	3.21	5	6	5
TEACHER PERCEPTION OF SCHOOL ADMINISTRATION	PERSAD	21	14.19	17	19	14	11.36	4	4	4
TEACHER PERCEPTION OF DISTRICT ADMINISTRATION	PERDAD	21	7.14	33	40	14	5.71	10	13	22
CLASSROOM PRACTICES	CLPRACT	21	13.43	8	8	14	11.21	1	2	1
TEACHER PERCEPTION OF LEARNING ATMOSPHERE	PERLEAT	21	8.67	11	14	14	7.50	2	4	2
TEACHER PERCEPTION OF PARENTS	TPERPAR	21	3.10*	17	19	14	2.21*	1	2	2
TEACHER PERCEPTION OF ENVIRONMENTAL PRESS	TPEP	21	22.52	51	42	14	21.07	13	12	10
PER CENT FEMALE TEACHERS	PCTFEM	21	33.33	1	1	14	42.86	2	1	1
TEACHER EDUCATION	TEDUC	20	1.30	46	35	14	1.21	34	24	16
CLASS SIZE	CLSIZE	21	33.45	99	99	14	33.29	99	99	99
TEACHER HOURS OF INSTRUCTION PER WEEK	HRPERWK	21	23.05	18	23	14	23.07	18	24	14
TEACHER EXPERIENCE	TEXPER	20	11.05	60	59	14	11.93	68	68	69
NUMBER OF TEACHER PREPARATIONS PER DAY (GR. 11 ONLY)	PREPERDY	0	0.00	0	0	0	0.00	0	0	0
FROM STUDENTS:										
FATHER'S OCCUPATION	FOCC	133	30.06	46	45	100	27.88	39	37	43
OCCUPATIONAL DESIRE (GR. 11 ONLY)	OCDESIRE	0	0.00	0	0	0	0.00	0	0	0
OCCUPATIONAL EXPECTATION (GR. 11 ONLY)	OCEXPECT	0	0.00	0	0	0	0.00	0	0	0
PER CENT GIRLS	PCTGIRLS	118	43.22	21	18	104	51.92	67	65	62
MOTHER'S EDUCATION	MEDUC	131	3.15*	72	70	101	2.81*	37	33	31
TYPE OF COMMUNITY	RESIDE	118	0.97	42	39	104	1.09	46	47	48
PER CENT WHITE STUDENTS	PCTWHITE	117	100.00	99	99	103	100.00	99	99	99
ACCESSIBILITY OF LIBRARY	LIBRARY	118	2.12*	30	32	104	2.76*	48	50	49
ACCESSIBILITY OF COUNSELOR (GR. 8 & 11 ONLY)	COUNSEL	0	0.00	0	0	0	0.00	0	0	0
STABILITY OF STUDENT RESIDENCE	STABLE	117	3.85	91	92	104	3.76	72	76	75
PARENTAL ATTITUDE TOWARD SCHOOL	PARATT	118	5.07*	95	96	103	4.09*	16	24	21
MORES--BOYS (GR. 8 & 11 ONLY)	MORESB	0	0.00	0	0	0	0.00	0	0	0
MORES--GIRLS (GR. 8 & 11 ONLY)	MORESG	0	0.00	0	0	0	0.00	0	0	0
PERSONAL VALUES (GR. 8 & 11 ONLY)	VALUES	0	0.00	0	0	0	0.00	0	0	0
HOME CLIMATE	HOMECLIM	117	17.64*	89	92	99	15.43*	16	23	19

*INDICATES THAT THE DIFFERENCE BETWEEN THE 1974 AND 1977 MEAN SCORE IS NOT ONLY STATISTICALLY SIGNIFICANT BUT ALSO LARGE ENOUGH TO WARRANT FURTHER EXAMINATION.

SUMMARY OF CRITERION-REFERENCED INFORMATION

PERCENT OF STUDENTS ANSWERING AT LEAST ONE MORE THAN HALF THE ITEMS IN THE POSTIIVE DIRECTION

GOAL	SUBTEST NAME	--- LOCAL ---		-------- STATE --------		
		1974	1977	1974	TOTAL 1974-76	1977
I	SELF-CONFIDENCE	73%	63%	70%	68%	70%
	FEELING OF CONTROL OVER ENVIRONMENT	81%*	68%*	79%	77%	78%
	RELATIONSHIPS WITH OTHERS	74%	71%	73%	71%	73%
	SELF-IMAGE IN SCHOOL	65%	56%	72%	70%	71%
	TOTAL SCALE	76%	75%	81%	79%	81%
II	RACE	86%	88%	81%	78%	79%
	RELIGION	63%	54%	64%	59%	56%
	SOCIOECONOMIC STATUS	82%	75%	83%	78%	76%
	INTELLIGENCE	86%	85%	89%	85%	85%
	HANDICAP	69%	76%	67%	64%	64%
	TOTAL SCALE	88%	86%	87%	83%	83%
IV	ATTITUDE TOWARD LEARNING	89%	84%	83%	80%	80%
	SCHOOL CLIMATE	71%	64%	72%	68%	68%
	TOTAL SCALE	88%	81%	83%	80%	79%
V	WELFARE AND DIGNITY OF OTHERS	62%	58%	58%	56%	58%
	RESPECT FOR LAW AND AUTHORITY	84%	79%	81%	79%	83%
	RESPONSIBILITY AND INTEGRITY	76%	75%	73%	69%	72%
	TOTAL SCALE	81%	77%	79%	76%	79%
VII-A	VISUAL ARTS	88%	88%	92%	92%	94%
	PERFORMING ARTS	68%*	80%*	78%	79%	81%
	SCIENCE	87%	88%	79%	80%	81%
	WRITING	76%	71%	76%	77%	77%
	TOTAL SCALE (ATTITUDE)	83%	86%	87%	88%	89%
IX	VALUING	79%	81%	76%	75%	78%
	RECEIVING	69%	61%	54%	50%	50%
	TOTAL SCALE	71%	73%	66%	63%	64%
X	USING EFFECTIVE SOLUTIONS	82%	89%	86%	85%	87%
	REFRAINING FROM INEFFECTIVE SOLUTIONS	83%	74%	83%	81%	84%
	EMOTIONAL ADJUSTMENT	25%	19%	28%	27%	25%
	TOTAL SCALE	81%	72%	82%	80%	82%

*INDICATES THAT THE DIFFERENCE BETWEEN THE 1974 AND 1977 MEAN SCORE IS NOT ONLY STATISTICALLY SIGNIFICANT BUT ALSO LARGE ENOUGH TO WARRANT FURTHER EXAMINATION.

APPENDICES

APPENDIX A
TEACHER QUESTIONNAIRE

School Name_____ District Name_____

INSTRUCTIONS: The information received will be aggregated and reported as relationships to student achievement. No individuals will be identified and no individual information will be reported. Respond to the items by blackening the appropriate space.

EXAMPLE: Are you a classroom teacher? Yes ● No ○ USE A NO. 2 PENCIL ONLY.

TLOCALE

Where have you spent most of your life?

- In or within 30 miles of the boundaries of this school district ○
- More than 30 miles but less than 100 miles from the present boundaries of this school district ○
- More than 100 miles from the boundaries of this school district ○

In your teaching situation how satisfied are you with your relationship with:

	Very satisfied	Somewhat satisfied	Somewhat dissatisfied	Very dissatisfied
Parents and parent groups TSATPAR	A	B	C	D
Fellow staff members TSATFS	A	B	C	D
Students TSATST	A	B	C	D

Mark the answers which best describe your feelings about the comments below:

	Almost always true	Usually true	Sometimes true	Seldom true	Almost never true
#1: TCLATT I enjoy classroom teaching	A	B	C	D	E
#2–7: PERSAD The administration in this school acts decisively on suggestions from the faculty	A	B	C	D	E
The administration in this school supports the disciplinary measures of the teachers	A	B	C	D	E
The administration in this school encourages classroom innovation with real, practical support	A	B	C	D	E
The administration in this school is concerned with real student progress as opposed to token programs which only appear to be progressive	A	B	C	D	E
The administration in this school is more concerned with real student progress than with quiet, orderly classrooms	A	B	C	D	E
The administration in this school encourages teacher initiative in regard to new programs, as opposed to handing down decisions which the teachers then must carry out	A	B	C	D	E
#8–10: PERDAD The central administration of this district treats teachers as professional, contributing members of the staff	A	B	C	D	E
Teachers can expect support for their classroom policies from the central administration of this district	A	B	C	D	E
The central administration of this district is effective in developing realistic program goals	A	B	C	D	E

CLPRACT

Here is a list of some classroom practices. For each practice mark the column which best indicates your use of the practice.

	I use it daily	I use it weekly	I use it monthly	I do not use it
Pupil participation in lesson planning	A	B	C	D
Pupil participation in classroom teaching	A	B	C	D
Having pupils work in small learning teams	A	B	C	D
Role playing (acting out situations)	A	B	C	D
Use of games to aid learning	A	B	C	D
Pupil evaluation of classroom climate	A	B	C	D
Pupil participation in developing classroom rules	A	B	C	D
Involving pupils in community projects	A	B	C	D
Utilizing local citizens as resource personnel	A	B	C	D
Pupils as helpers or tutors of other pupils	A	B	C	D
Joint lesson planning with one or more teachers	A	B	C	D

– PERLERAT *: TPERPAR

Surveys of school problems show a number of things reported by teachers as reducing the effectiveness of the school. Below is a partial list of these problems. Mark Y (yes) for those situations that constitute a problem in your school. Mark N (no) for those that do not constitute a problem in your school.

	Yes	No
–There is too much teacher turnover	Y	N
–The classes are too large for effective teaching	Y	N
*There are too many absences among students	Y	N
*Pupils are not well fed and/or well clothed	Y	N
–The different races or ethnic groups don't get along together	Y	N
–There are too many interruptions during class periods	Y	N
–Teachers have too little freedom in such matters as textbook selection and curriculum	Y	N
*Parents attempt to interfere with the school	Y	N
–There is too much competition for grades	Y	N
–There is too much emphasis on athletics	Y	N
–There should be a better mixture; the students are all too much of one type	Y	N
–Too much time has to be spent on discipline	Y	N
*The parents put too much pressure on the students for good grades	Y	N
–The students aren't really interested in learning	Y	N
–There is a lack of effective leadership from the school administration	Y	N
*The parents don't take enough interest in their children's schoolwork	Y	N
–The teachers don't seem to be able to work well together	Y	N
–We have poor instructional equipment: supplies, books, laboratory equipment, etc.	Y	N

TPEP

Please mark the response which best describes how you usually feel.

	Almost always true of me	Often true of me	Sometimes true of me	Seldom true of me	Almost never true of me
I feel that my ideas are considered worthwhile by my supervisors	A	B	C	D	E
I have a lot of influence with my colleagues on educational matters	A	B	C	D	E
I have confidence in myself even when people disagree with me	A	B	C	D	E
I find it difficult to interact with others	A	B	C	D	E
I seem to be the kind of person who has more bad luck than good luck	A	B	C	D	E
I have trouble making up my mind about important decisions	A	B	C	D	E
In my activities at school I am assertive and self-reliant	A	B	C	D	E
I don't take a position on something until I find out what my colleagues think	A	B	C	D	E

PCTFEM

I am a

- Male ○
- Female ○

TEDUC

Which of the following best describes your level of formal education?

- No degree ○
- Bachelor's degree ○
- Master's degree or equivalency ○
- Master's degree plus one year ○
- Doctor's degree ○

What is your average class size? (Exclude supervisory duties such as study hall.)

STAFFP

How many hours (to the nearest hour) are you assigned to classroom instruction per week?

HRPERWK

Including this year, how many years of teaching experience do you have?

TEXPER

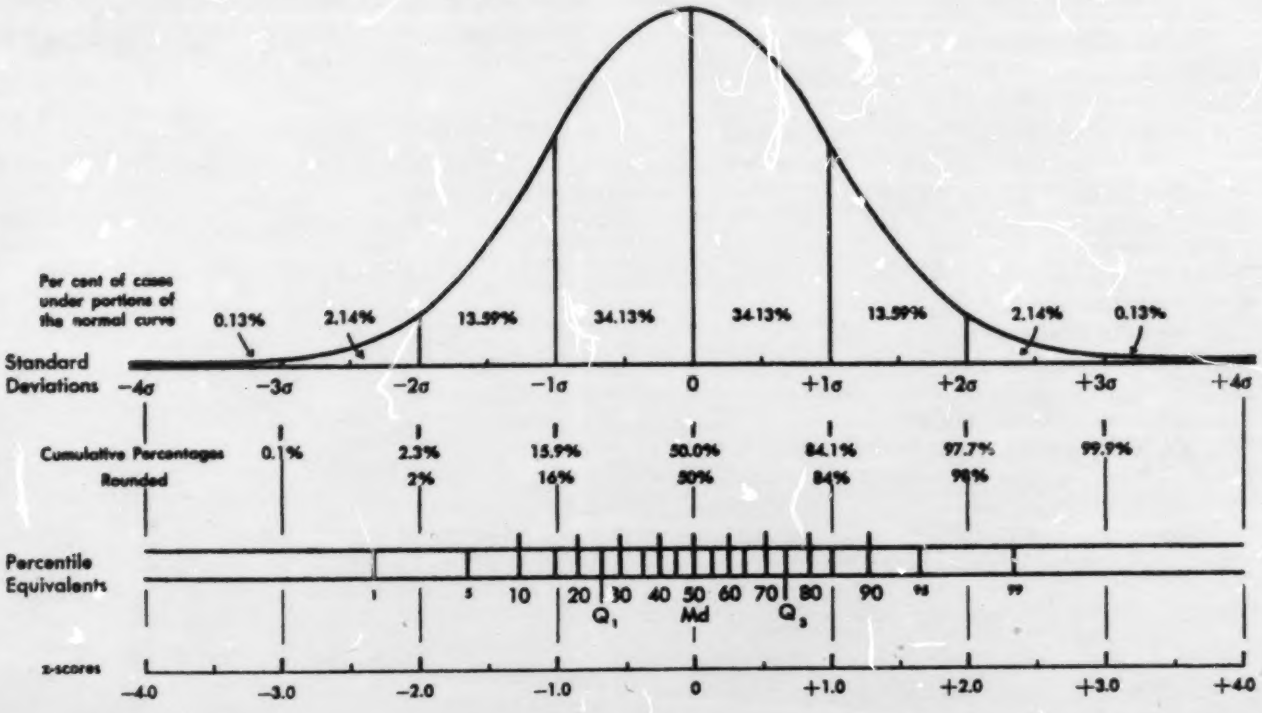
FOR SECONDARY ONLY

How many different courses, on the average, do you teach per day?

PREPERDY

APPENDIX B

NORMAL CURVE WITH Z-SCORES AND PERCENTILE EQUIVALENTS



APPENDIX C

Z-SCORE CONVERSION FOR INSEXADM

GRADE 5

Z-SCORE	1974	1977	Z-SCORE	1974	1977
-3.00	$ 251	$ 266	1.25	591	787
-2.75	271	296	1.50	611	818
-2.50	291	327	1.75	631	849
-2.25	311	358	2.00	651	879
-2.00	331	388	2.25	671	910
-1.75	351	419	2.50	691	941
-1.50	371	450	2.75	711	971
-1.25	391	480	3.00	731	1002
-1.00	411	511	3.25	751	1033
-0.75	431	542	3.50	771	1063
-0.50	451	572	3.75	791	1094
-0.25	471	603	4.00	811	1125
0.00	491	634			
0.25	511	665			
0.50	531	695			
0.75	551	726			
1.00	571	757			